

February, 1954

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

★ Financing School Boards Associations—*Tuttle*

★ State School Redistricting Continues—*McIntyre*

★ The Fargo School Board in Action—*Litten*

★ Approach to School Enrollment Forecasts—*Gottlieb*

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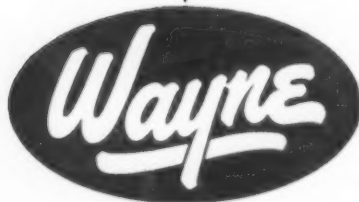
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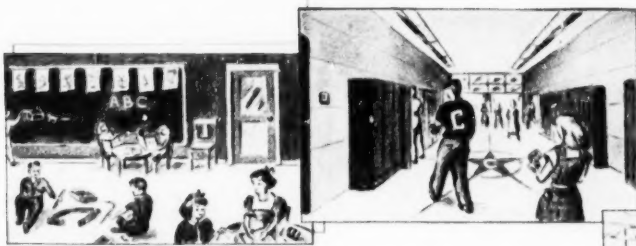
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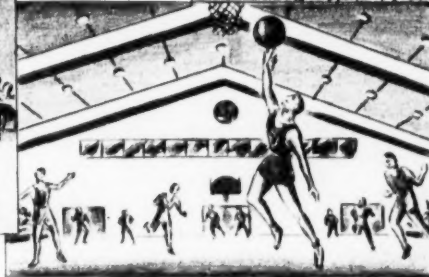
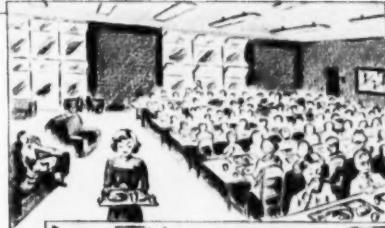
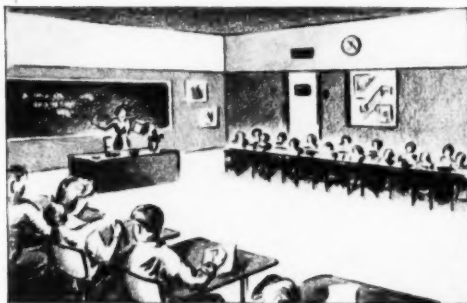
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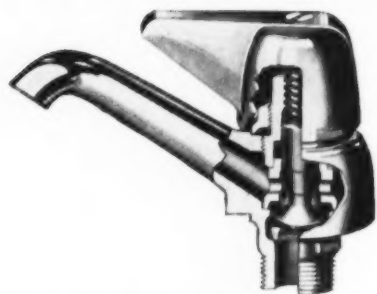
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VOL. 128

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February
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THE AMERICAN School Board Journal

A Periodical of School Administration

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"All Aboard" Financing School Boards Associations

Edward M. Tuttle

We have reached the place in the school boards association movement where it seems desirable to set forth certain fundamental considerations concerning the adequate support of these associations, state and national.

The plain truth is that right now, except in a few states where legal authorization is still pending, the local school boards of this country have the means at hand to support their state and national associations to whatever extent they deem necessary. Why then, don't they?

The situation is confused by a lack of informed leadership, by the variety of different patterns used, by unfounded timidity about increasing dues for fear of losing memberships, and by too much wishful thinking about outside support instead of self-support. If we could cut straight to the heart of the matter, the whole process would be a good deal simpler than it appears to be.

Some Basic Principles

1. School boards are legally constituted bodies, organized locally under state authorization for the conduct of the public schools.

2. School boards traditionally are composed of lay citizens representing impartially all the people of their districts, and serving in most cases without salary and, in the beginning, without experience.

3. The increasingly complex and mobile society of today makes it virtually impossible for school boards any longer to operate effectively in isolation. They need the benefit of pooled experience, and a broader outlook toward public education in the state and in the nation as the surest means of continuing the strength and freedom of our American way of life.

4. Associations of school boards at various levels offer the means through which local boards may increase their effectiveness by acting collectively, and through which they may make their collective voice heard concerning educational advancement.

5. The expense of this voluntary process of joint self-improvement and of concerted action is a legitimate charge against the district funds administered by each board as evidenced by the legal authorizations existing in a majority of the states. In no case would this expense ever amount to more than a tiny fraction of 1 per cent of the district expenditures, even were school boards associations to be supported to render services far beyond the present conception of any of us, as I predict some day they will be.

My own deeply rooted conviction is that the associations of school boards in this country must basically be maintained and supported by the school boards themselves with the use of public money and for purposes which are clearly evident to the public at large. They must never be subsidized by private or foundation grants which could be the means, or even be imagined to be the means, of influencing their activities in some particular direction.

I do see, and recognize, an opportunity for the use of special contributions for particular pieces of research or study or promotion which the governing body of an association feels would be desirable above and beyond its basic continuing program, and which some private source might be interested in assisting the association to undertake, without any strings attached.

The Principles Applied

Universal application of the principles outlined would mean that the school boards of America have the means to create, support, and profit from the services of their own associations to whatever extent they feel it to be in the public interest.

In so doing, they are acting as boards, not as individuals. Membership in a state association should be *by boards*, and membership in the national association should be *by state associations*. The individual board member, of course, receives benefit from his board's membership in the state organization, and from his state's membership in the national organization, but solely to the end that he may be a more effective member since he has no authority outside official board meetings.

It is clear, then, that there is an ample legal reservoir of support for school boards associations, to be appropriated and used according to the judgment and decision of local school boards. This being so, it is difficult to understand why in places the movement lags and drags when the need is so great for it to occupy the active and vital role in the advancement of public education which it is pre-eminently in a position to assume. A recent letter from the newly elected president of a state association puts the matter this way: "In our state we are up against the same thing you are nationally—a lack of interest, a lack of reasoning, a lack of a feeling of a security in numbers, or understanding that if we all pull together in the same direction we can accomplish a lot more than if we each pull individually."

Two Kinds of Returns

With most undertakings in this world, we are likely to get out of an enterprise about what we put into it—in money, in interest, in participation, and in loyalty. This is true of school boards associations. If a local board puts none of these things into its state association, it naturally gets little in return except some gratuitous service supported by other boards and given for the good of the cause, though undeserved in such an instance.

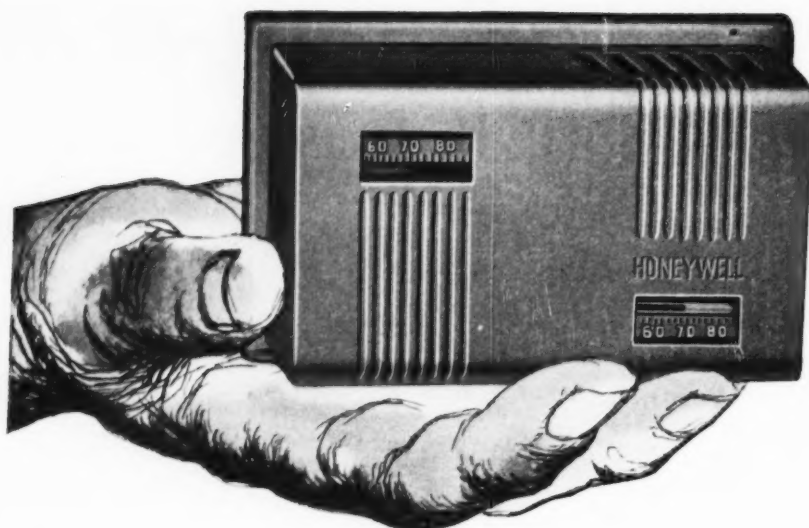
If a board puts only a nominal fee into an association whose schedule of dues is so low that its budget is inadequate to provide continuous helpful service, then the board can expect only a nominal and intermittent return.

But if a board contributes its proper share of a carefully considered state association budget, designed to provide adequate organization, staff, and service activities, then it can expect to receive more nearly a real return on its investment, even though that investment is relatively much greater.

However, when a local board tries to measure returns against contributions solely on a dollar for dollar basis, it reveals a narrowness of viewpoint and a lack of understanding of the varied nature and purpose of the association of which it is a part. *Direct service* to each school district and to each board member is, of course, a major function of a state school boards association and, as has just been pointed out, will be most effective when adequately financed. But there is an *indirect return* that is probably of equal importance though not so easy to measure in dollars and cents.

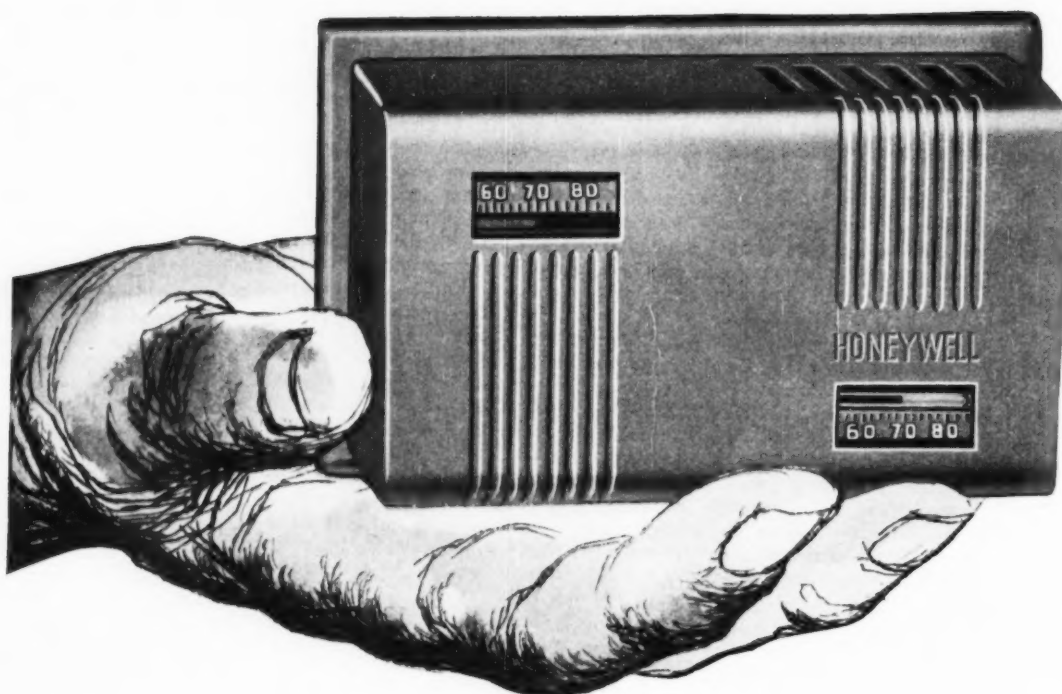
This indirect return is the impact on the educational program, state and local, that comes from a united school board voice. No group carries more weight in educational circles and with legislative bodies than do school boards, because their only concern is the welfare of children and youth and they cannot be accused of self-interest. But a state association, to be effective in educational councils at the state level, must represent as nearly as possible 100 per cent of the boards in its state. The question its officers and committees are most often asked is "Do you represent all the school boards, or a majority of them, or only a few of them?" And on the answer to this question depends the influence which the association can bring to bear for the sound solution of school problems and the improvement of public education.

(Continued on page 8)



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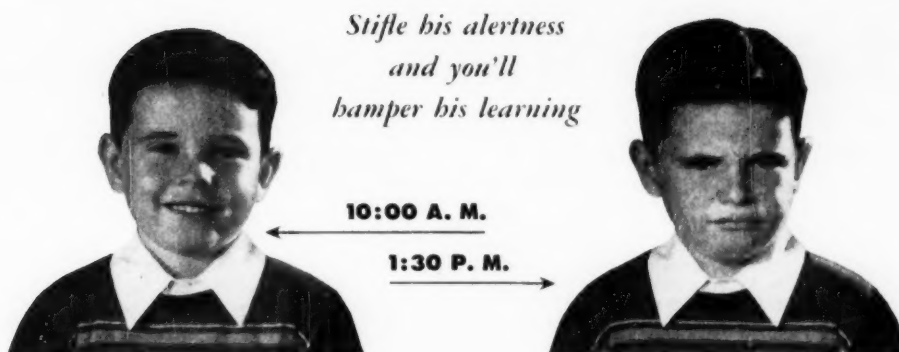
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Financing School Boards Associations

(Continued from page 5)

A local board should never fail to recognize the indirect as well as the direct returns from the dues it pays to its state association. Just one case in which the association helps to secure increased state aid for schools, or assistance with schoolhouse construction, or the liberalization of debt limitations, or some other item affecting local districts financially, may mean to a given district a hundred or a thousand times the amount of its association fee.

All that has been said concerning the two kinds of returns which each local district receives from its state association, applies with equal truth to the returns that each state association receives from the national association. Direct returns in the way of useful materials and reports, of consultative services, of participants in conventions and workshops, can be measured in some degree. The indirect return that comes from supporting a united school board voice at the national level can

rarely be measured, although it is a tremendous asset to every school board in America as was evidenced during the steel crisis of 1951. Until a few years ago there was no such voice, and it is still far weaker than it should be because of inadequate resources. But it is there, and it is steadily growing.

What Is Needed to Do the Job?

What it takes to operate a state school boards association effectively is not guesswork. Over a dozen associations are operating on budgets of from \$15,000 to \$80,000 a year. Those associations which are trying to operate on less than a \$15,000 minimum find that they cannot render continuous effective service to their membership. The sooner they take courage and raise their sights, the sooner the whole association movement will be contributing its part to American public education. There has never been a case where an association has suffered because it increased its dues. Exactly the reverse happens because even though a few boards may drop out for a year or two, the total income is always greater and in consequence the services are so much better that boards seek affiliation and membership grows.

Basic items in an association budget must include:

1. The salaries of a qualified full-time executive secretary with at least one office assistant
 2. Maintenance of a headquarters office with adequate facilities for answering mail, keeping records, distributing materials, and providing consultative services
 3. The publication and distribution of some kind of a regular newsletter, bulletin, or journal that will reach local boards at least once a month
 4. Expenses for travel by the executive secretary, by state officers, by the board of directors and other committees within the state, and the sending of two official voting delegates to the annual convention of the National School Boards Association
 5. The holding of an annual convention which will be largely attended and widely effective in promoting the collective influence of the association
 6. Provision for regional meetings of local boards two or three times a year in all sections of the state, and for an annual workshop for school board members
 7. Expenses connected with the work of a legislative committee in promoting constructive school legislation in co-operation with other educational agencies in the state
 8. Development and distribution of a Handbook for school board members, and current interpretations of new school legislation
 9. Provision for payment of the full-goal quota of the state association to the National Association.
- Nor are the above nine items the only services which can be rendered by school boards associations, although they are the first

(Concluded on page 12)

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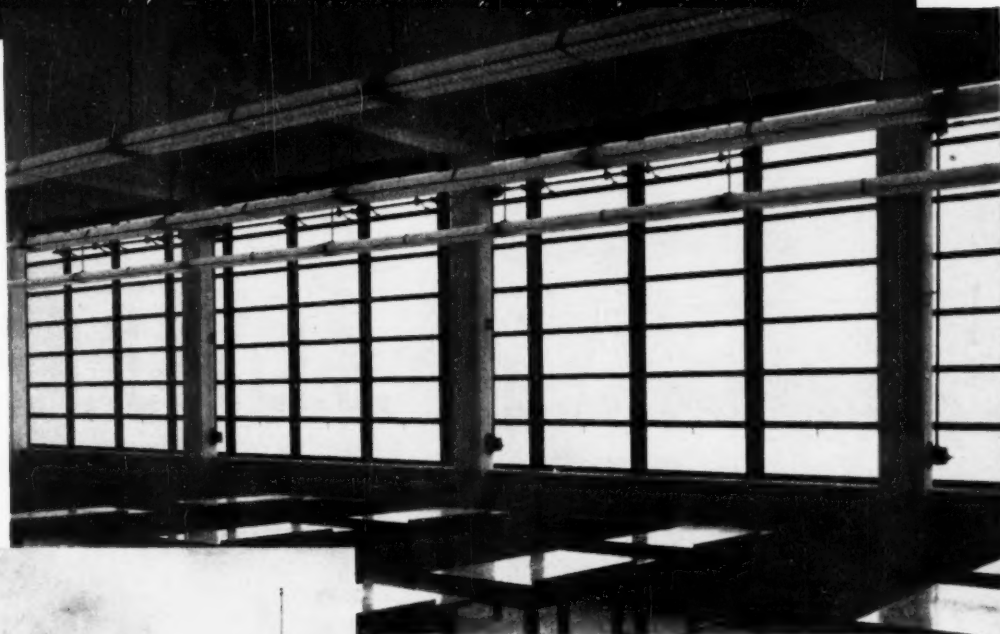


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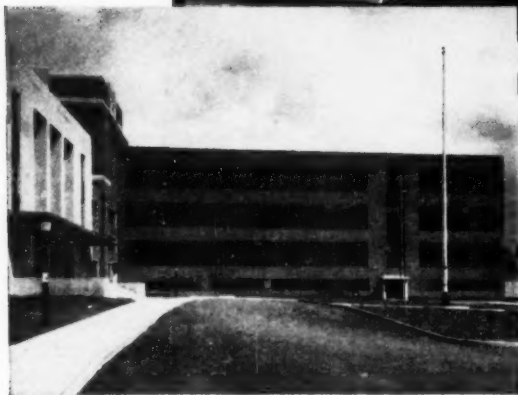
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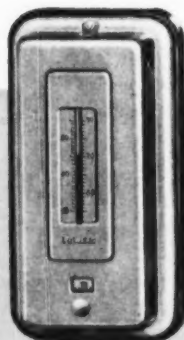
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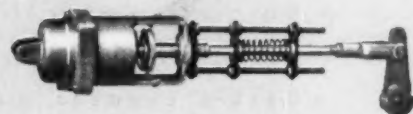
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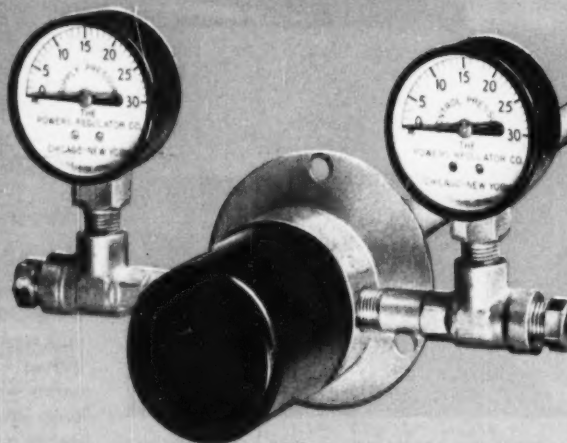
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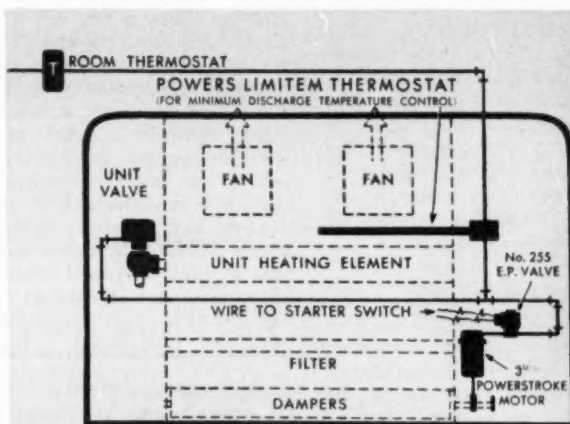
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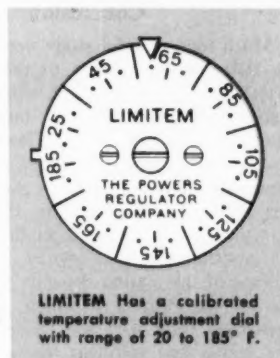
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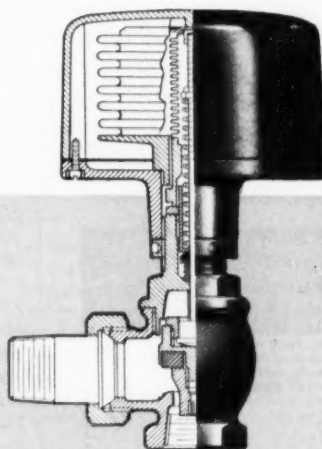


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NAME _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____
PHONE NUMBER _____

FINANCING SCHOOL BOARDS ASSOCIATIONS

(Concluded from page 8)

and most essential ones. As an association's budget increases many other opportunities present themselves for consideration by the board of directors—opportunities for definite pieces of investigation and research leading to special reports and publications, especially in the field of school board policies; opportunities for promoting the selection by communities of highly qualified board members and for their in-service education; opportunities to build up an effective loan library of books, reports, bulletins, records, films, and other audio-visual aids which the state office can supply on request to local boards for timely use in meeting critical situations; opportunities in almost endless variety for working co-operatively with other lay and professional groups for the advancement of public education; and so on and on.

Great Inequities Exist

To produce any given state association budget, the contribution of each district board depends on the size of its jurisdiction and on how many other boards there are in the state.

States with few boards must assess higher dues per board. Louisiana is an outstanding example of this where 67 boards maintain 100 per cent membership and pay from \$200 to \$375 a year to provide a state budget of \$19,375. Tennessee has proposed adoption of a schedule for its 152 boards, based on the number of teachers in each jurisdiction, and graduated into eleven classes ranging from \$15 for the 20 smallest districts to \$500 for the eight largest districts. This would go into effect July 1, 1954 and the potential income from 100 per cent membership is \$20,910. In states where there are hundreds or thousands of boards the fees per board can be smaller provided there is a high percentage of memberships.

With some notable exceptions, the large cities of the country are contributing much less than their share to the school boards association movement. This is not the fault of anyone in particular, but is due to lack of knowledge of the facts. For example, the 18 cities of over 500,000 population under present schedules would contribute, if they were all members of their state associations, an average of \$175 per year, and would range all the way from nothing in two cases to \$500 in two cases. The 31 cities between 200,000 and 500,000 population would average only \$125 per year, again ranging from nothing to \$500. The 55 cities between 100,000 and 200,000 population would average a little better—\$165 per year. There are still cities in this group in the \$500 class in some states—in fact, there is at least one known case where a board in a city of less than 200,000 is contributing substantially more than \$500 a year to its state association.

The point is that, if every one of these 104 major cities of over 100,000 population were

PERCEPTION

*The way to love anything is
to realize that it can be lost.*

—G. K. CHESTERTON

Too much we take for granted the good things that are ours. Not until sight is threatened do we suddenly realize how precious are our eyes. Not until a son must leave for dangerous service in distant lands do we fully sense how much we love him. A hairbreadth escape from accident on the highway warns us that life is dear and that we do not want to lose it. When some freedom we have always enjoyed seems about to be taken away we begin to understand how much it means to us. Even those "unalienable rights" of "life, liberty, and the pursuit of happiness" are not safely ours without a constant awareness that they are vulnerable to the tyranny of despots. It is education in the truest sense which promotes in man a sensitive perception of life's cherished values, and which keeps him ever vigilant in their defense.

—E. M. T.

contributing from \$500 to \$1,000 a year to the school boards association movement, it would not be out of line, and would still average about a hundredth of one per cent of their school budgets.

Conclusion

Much more careful study needs to be given by school board leaders to the development of schedules of dues which will provide their associations with adequate budgets and an equitable distribution of the load among local boards. This article has been written in the hope of stimulating a better understanding of this whole problem, and in the firm belief that the advancement of public education to the position it must occupy in the future welfare of our nation depends in large measure on the degree to which school boards strengthen their own effectiveness by collective action and self-help through their state and national associations.

ILLINOIS STATE ASSOCIATION

At the joint annual meeting of the Illinois Association of School Administrators and the Association of School Boards, held in Chicago, November 22 to 24, F. C. Thomas, Barrington, was elected president.

The Association has employed Colon Schaibly, of the Midwest Administration Center at the University of Chicago, as its first co-ordinator for the next year.

The Association has listed four major projects which it aims to carry out during the year 1954: (1) a reorganization program and plans for developing the duties and responsibilities of the co-ordinator, and a method of financing the salary; (2) new procedures to prevent the arising of tenure cases between school administrators and boards of education; (3) the adoption of a code of ethics for school administrators; (4) a new handbook for the membership and administrators in the state.



Darien Junior High School, Darien, Connecticut

"HEARING AID" for hard-to-hear-in rooms

Acoustical environment is an important factor in the progress of pupils. In classrooms where unchecked noise and poor acoustics impede distinct hearing, children must strain to hear. Thus, tension and fatigue increase. Attention slackens. Discipline tends to deteriorate. Effective concentration is vastly more difficult.

Low-Cost Answer

The solution to the problem of hard-to-hear-in rooms? Schools by the hundreds have found it in economical Acousti-Celotex Sound Conditioning! A sound-absorbing ceiling of Acousti-Celotex Tile improves faulty acoustics, makes distinct hearing easier in classrooms,

auditoriums, music rooms. In addition, it checks noise and brings *quiet comfort* to libraries, study halls, band rooms, gyms, cafeterias, corridors.

High Density
Low Density



DOUBLE-DENSITY—As the diagram shows, Acousti-Celotex Tile has two densities. High density face, for a more attractive finish, superior washability, easy paintability. Low density through remainder of tile, for controlled sound-absorption value.

Easy Maintenance

Acousti-Celotex Tile is quickly installed, requires no special maintenance. Its unique *double-density* feature (see diagram) provides excellent sound-absorption value plus a surface of remarkable beauty and washability. Can be washed *repeatedly* and painted *repeatedly* with no loss of sound-absorbing efficiency.

MAIL COUPON TODAY for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a factual free booklet, "Sound Conditioning for Schools and Colleges." No obligation.



ACOUSTI-CELOTEX

TRADE MARK REGISTERED U. S. PAT. OFF.

Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. La Salle St., Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec

Mail Now

The Celotex Corporation, Dept. AA-24
120 S. La Salle St., Chicago 3, Ill.

Without cost or obligation, send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name _____ Title _____

Address _____

City _____ County _____ State _____

TO GET "A+" TYPING SKILLS

Wisconsin H. S. Uses 30 IBM's!



After careful study, Kenosha's Mary D. Bradford High School chose IBM Electrics to equip an entire classroom.

In the first-year typing classes, 12 of the 13 students writing 60 words a minute or more were using IBM's. And in the advanced typing classes the median jumped to an A+ rating.

Students typed with fewer errors, showed greater enthusiasm for their work and were eager to spend more time typing.

Wouldn't IBM's be good for your school, too?



Electric Typewriters

INTERNATIONAL BUSINESS MACHINES



"The Teaching Typewriter"

IBM, Dept. AS-1
590 Madison Avenue, New York 22, N.Y.

- ☐ Please send booklet, "Electric Typewriters in Education" and latest classroom results.
- ☐ We'd like to see your free, color sound movie, "Electric Typing Time" on _____ (date)

Name _____

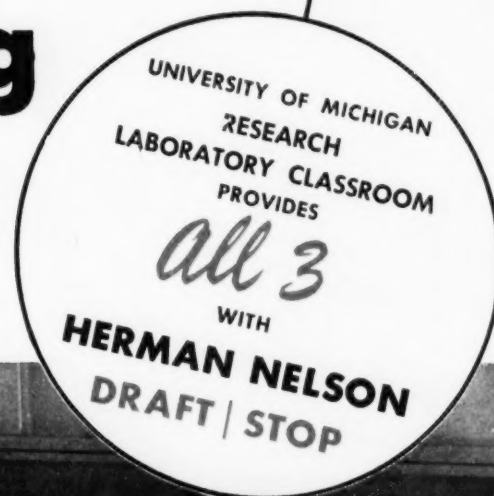
School _____

Address _____

City _____ State _____

IN THE "CLASSROOM OF TOMORROW"

Cooling, Heating and Ventilating are Essentials



New "classroom of tomorrow" at the University of Michigan Daylighting Laboratory creates the ideal environment for learning with modern daylighting; a complete heating, ventilating and cooling system and homelike furnishings.



DRAFT STOP

Provides
COOLING
HEATING
VENTILATION
ODOR CONTROL
DRAFT ELIMINATION

The "classroom of tomorrow" was not designed by dreamers. It is the carefully conceived product of practical scientists and educators. Here, in a single room, they have incorporated all the elements needed to create the ideal environment for learning.

One of the major contributors to this ideal environment is the Herman Nelson Draft|Stop System of Unit Ventilation. This system does more than heat and ventilate. It compensates for the heat gain from students, lights and sun—provides for

classroom cooling by introducing quantities of outdoor air in such a way as to avoid drafts and maintain comfort conditions.

Heating, ventilating and cooling, with positive draft control at all times—Herman Nelson offers you *all* of these advantages today for your classrooms of tomorrow. For further information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Ky.



herman nelson
UNIT VENTILATOR PRODUCTS

American Air Filter Company, Inc.

SYSTEM OF CLASSROOM HEATING, VENTILATING AND COOLING



Both pupils and teachers are proud to claim this attractive Butler building as their school. Notice the banks of windows that let in lots of fresh air, and flood the modern classrooms with light.



**"With BUTLER buildings and plans
we got both classrooms and a community center
for the price of one!"**



A dream comes true for Mr. Totel as he points out to Mr. Stakemiller and Mr. Phalen of the Mendota Building Service, how well their plans have worked out in practice.



There's always something going on in this big room that has become the community crossroads. It's dandy for clubs and other get-togethers—big enough for basketball games.

**Says Alfred Totel, President, Wallace Township
School District, Ottawa, Illinois**

"When attendance in our one-room schools fell below legal limits, we had two alternatives: (1) We could pay high transportation and tuition costs to a city school, (2) or we could consolidate our own schools. We preferred consolidation that would also provide a community center, but the cost threatened to send taxes sky high.

"Then we asked our nearby Butler dealer for plans and prices. We were pleasantly surprised to find that for the cost of classrooms of commonly used construction, we could erect a Butler steel building to provide these needed classrooms and the big community room we wanted besides!

"Even with a late spring start, our Butler building was ready for the fall school term. Parents, pupils and teachers were as pleased with the modern classrooms as property owners were with their big tax savings."



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Dept. 11A, Richmond, California

Please send me the name of my nearest Butler building dealer,
also more information on Butler buildings for school class-
rooms, auditoriums, garages and Vo-Ag manual training shops.

Name _____
School _____
Address _____
City _____ Zone _____ State _____



"A salute to those who made it possible" *

■ Speaking of School Daylighting...



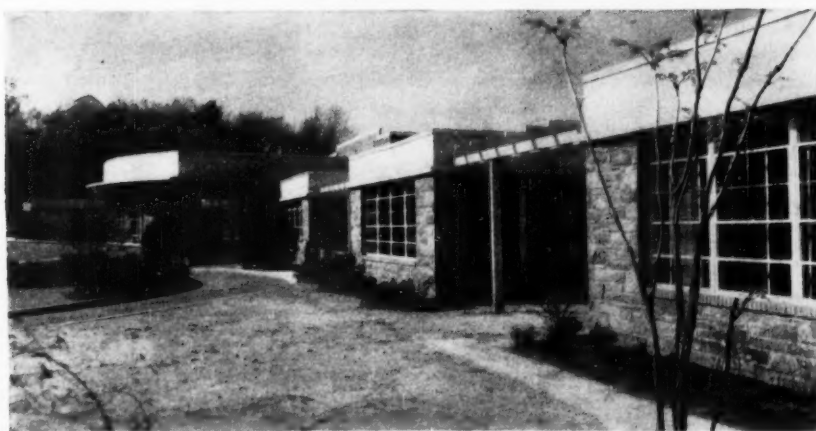
This Alamo Heights schoolroom, designed by Architect Bartlett Cocke of San Antonio, and built by G. W. Mitchell of San Antonio, is filled with free eye-easy daylight by this wall of Fenestra® Intermediate Steel Windows. They give you extra view and light because the frames are designed to be strong and rigid without being bulky.

■ Fresh Air Ventilation...



Notice how the vents of these Fenestra Intermediate Steel Windows protect the interior of the Clemson College chemistry building in Clemson, S. C. Here is fresh air ventilation even when it's raining outside. And these vents operate so that you can wash them from inside. Screens also go on from inside. Architects Hopkins, Baker & Gill designed the building and Industrial Builders Inc. built it. Both are in South Carolina.

■ And Architectural Beauty...



Architects Karcher & Smith and Contractor Charles F. Rohleder of Philadelphia have used graceful Fenestra Windows to add to the warm, friendly, charming beauty of the Penn Valley Elementary School in Lower Merion Township, Pa.

Special note: All Fenestra Windows are available Super Hot-Dip Galvanized. For further information, call your Fenestra Representative, listed in the yellow pages. And write for *Better Classroom Daylighting*. Detroit Steel Products Company, Dept. AS-2, 2256 East Grand Blvd., Detroit 11, Mich.

* Your need for windows that would give better school daylighting, protected ventilation and lower maintenance costs encouraged us to develop today's Fenestra Intermediate Steel Windows... a great advancement.

Fenestra | **INTERMEDIATE STEEL WINDOWS**

Only *Clarin* GIVES YOU ALL THESE **PLUS VALUES** In Steel Folding Chairs

● **MORE Strength and Safety**

Welded wherever possible, not riveted.
X-Type construction prevents
accidental folding and tipping.
Self-leveling.

● **MORE Comfort and Beauty**

Wide and scientifically posture-designed
to carry your weight properly
in maximum, long-lasting
comfort.

● **MORE Exclusive Features**

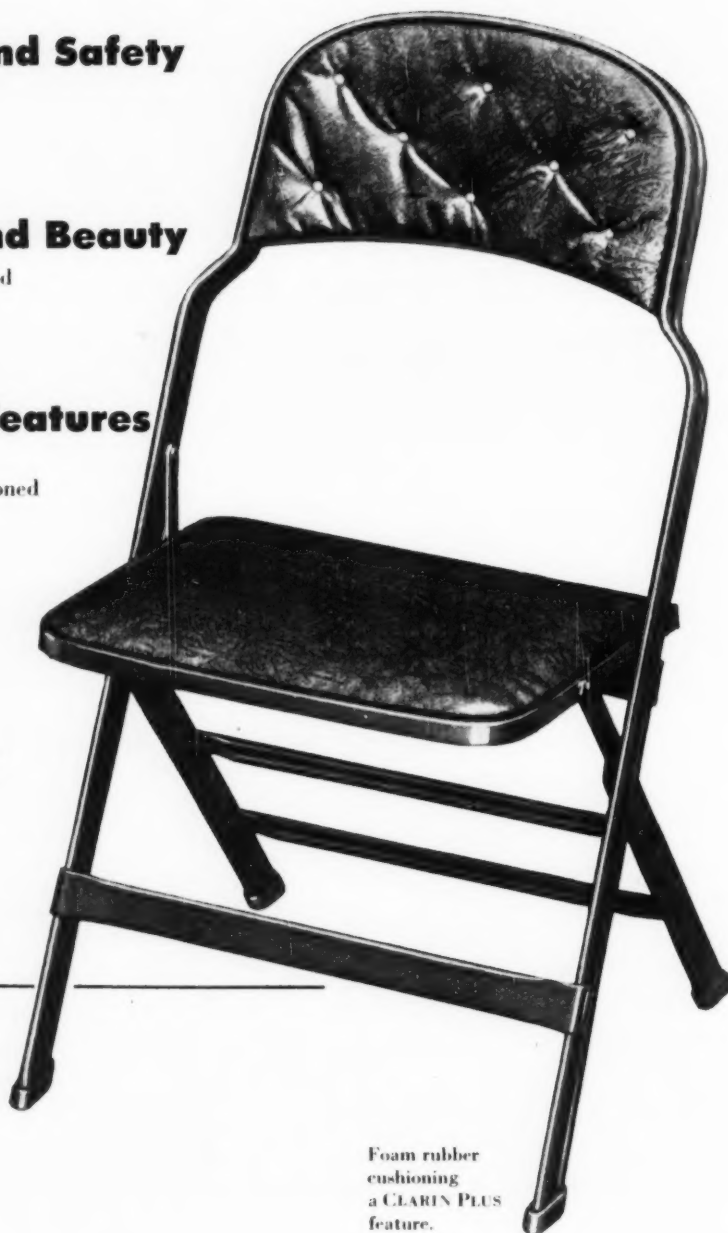
Clarin's famous steel-framed
wood seat and patented, rubber-cushioned
feet have been copied
but never equaled in performance.

● **MORE Economy**

Clarin's engineered quality
makes possible the only written
10-year Guarantee in the industry.

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The only complete line
of steel folding chairs in the world—
a chair for your every need
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Foam rubber
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ENGINEERED QUALITY MAKES THE BIG DIFFERENCE IN FOLDING CHAIRS



Union Free High School, Kenosha, Wisc.
Bradley & Monberg, Architects,
Milwaukee. Contractor: School District.

Fenestra's New Structural-Acoustical Ceiling Keeps Rooms Quiet . . . Cuts Building Costs

Here's a wonderful, economical way to hush the hubbub in corridors and rooms in the new building you're planning.

Fenestra* Acoustical "AD" Metal Building Panels form acoustical ceiling and structural subfloor or roof—all in one package . . . saving building time, labor, materials and money!

An "AD" Panel is a box beam with a flat surface top and bottom and open space between. The top surface forms the subfloor or roof deck. The perforated bottom surface forms the ceiling. In the open space is glass fiber insulation (see

illustration below).

You can see how a Fenestra combination Structural-Acoustical Ceiling cuts building costs. It is speedily and easily erected—the panels interlock. It is practically indestructible. Bumps and knocks can't hurt it. The acoustical efficiency is not affected by washing or painting. And these panels are noncombustible.

For further information call your Fenestra Representative. Or write Detroit Steel Products Company, Dept. AS-2, 2256 East Grand Blvd., Detroit 11, Michigan.

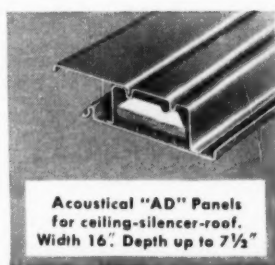
*Trademark

Fenestra

METAL BUILDING PANELS



"C" Insulated Wall Panels.
Width 16", Depth is 3".
Steel or aluminum



Acoustical "AD" Panels
for ceiling-silencer-roof.
Width 16". Depth up to 7 1/2"



Acoustical Holorib
for acoustical-structural roof.
Width 18". Depth 1 1/2"



New Acoustical Structural
"D" Panels. Width 24".
Depth 1 1/2" to 7 1/2"

"PC Glass Blocks give

SINCE 1947, the Marion School system has completed two new schools and four additions to older buildings—a \$5,000,000 post-war school improvement program. In all of these projects PC Glass Blocks were used.

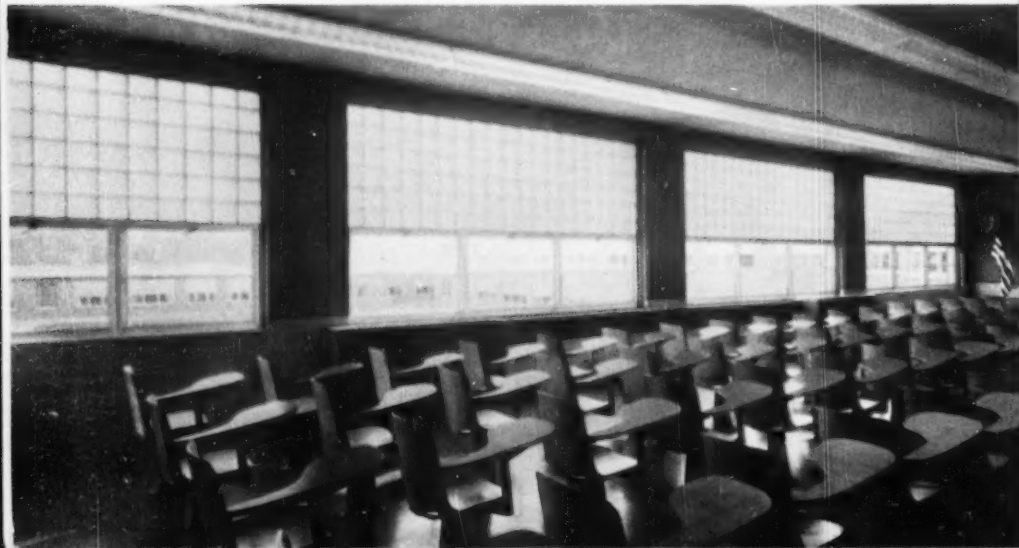
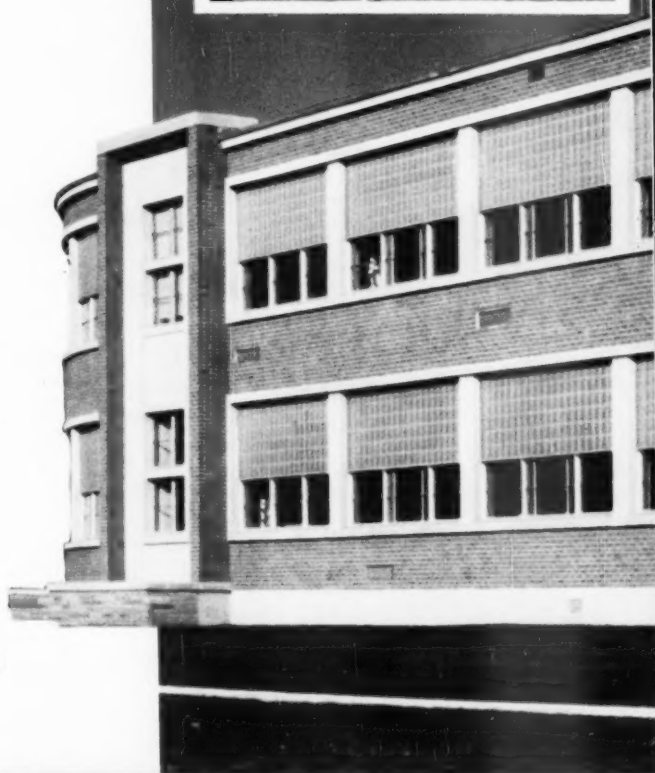
Shown here is the Marion Harding High School, opened in the fall of 1953. It accommodates 1500 students—stands on a 40-acre site—includes many special purpose facilities. It was built without construction short cuts, for a cost of 96¢ per cube. The four new additions are one-story structures utilizing 12" light-directing glass blocks in a combination of sidewall panels and clerestories for the utmost in daylighting performance. In all, the new school facilities in Marion reflect sound architectural planning and a truly forward-thinking administration.

About the all-important PC Glass Block daylighting system, Mr. Dickey says this: "We are delighted with the superb daylighting from PC Glass Blocks in our \$5,000,000 school program. They leave nothing to be desired in the way of lighting. Because of their insulation value, heating bills are less than we expected. Maintenance costs are low. Breakage is no problem. And as far as I am concerned, PC Glass Blocks make for a smart-looking building in every way."

All these advantages can be yours when you build, remodel, or add on to a school building. Send coupon for information.

Pittsburgh Corning Corporation

PITTSBURGH, PA.



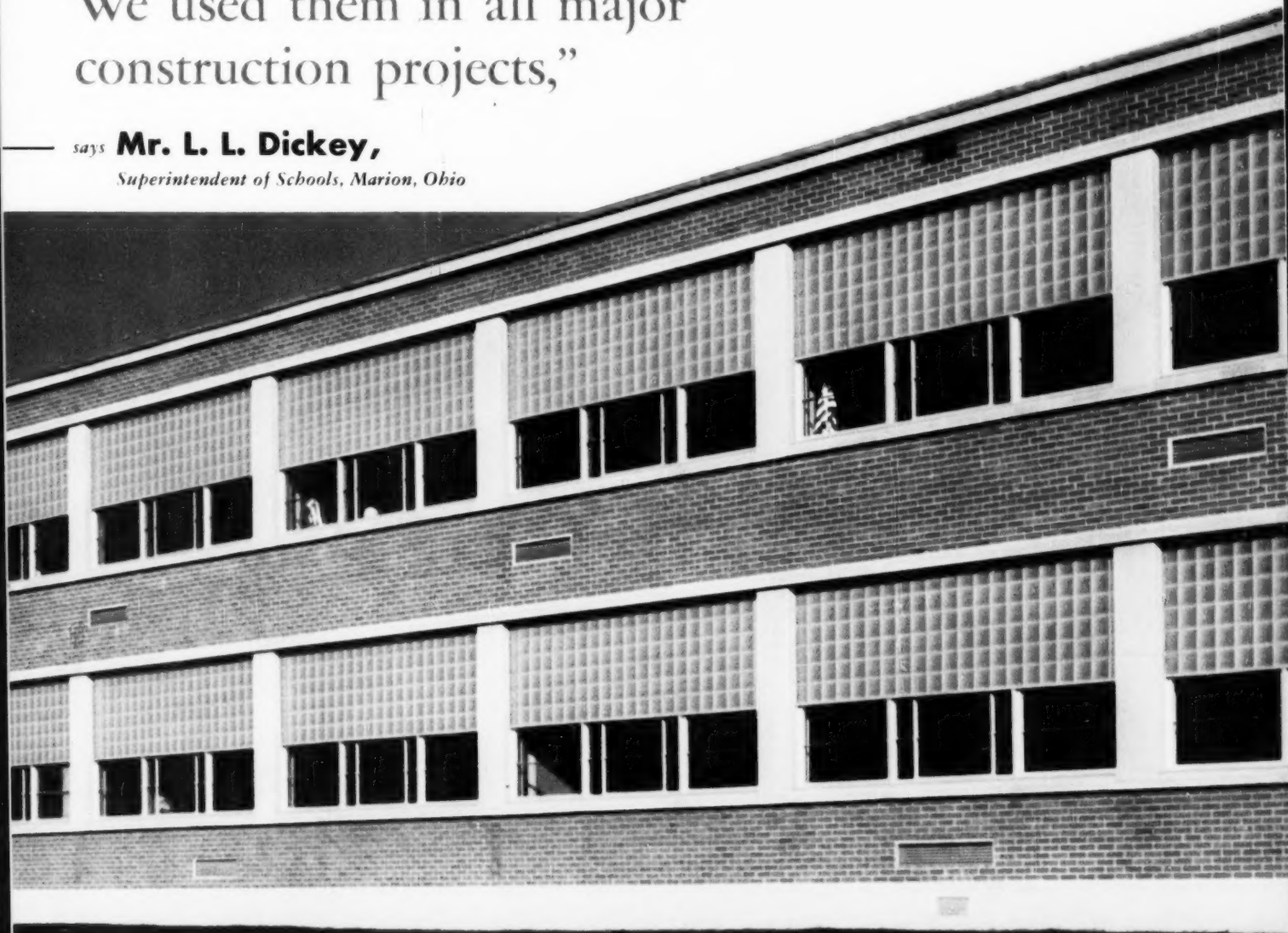
Here's what you get with PC Glass Blocks

- **BETTER LIGHT**—a wide range of patterns for every school lighting need . . .
- **LOWER MAINTENANCE**—window maintenance minimized leaving custodian free for other duties . . .
- **LOWER HEATING COSTS**—PC Glass Block panels have more than twice the insulating value of single-glazed windows . . .
- **LESS DISTRACTION**—sound reduction factor helps check outside noises . . . less distraction for students and teachers . . .
- **IMPROVED APPEARANCE**—PC Glass Block panels impart clean architectural lines to any school—new or old.

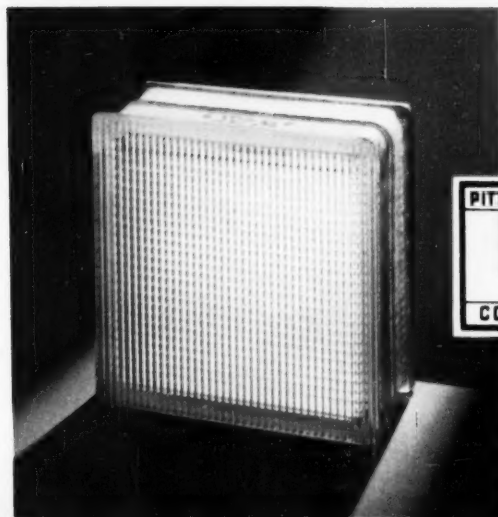
excellent daylighting...

We used them in all major construction projects,"

says **Mr. L. L. Dickey,**
Superintendent of Schools, Marion, Ohio



Architect: McLaughlin & Keil, Lima, Ohio
General Contractor: Knowlton Construction Company, Bellefontaine, Ohio



Pittsburgh Corning Corporation, One Gateway Center
Dept. 24, Pittsburgh 22, Pennsylvania

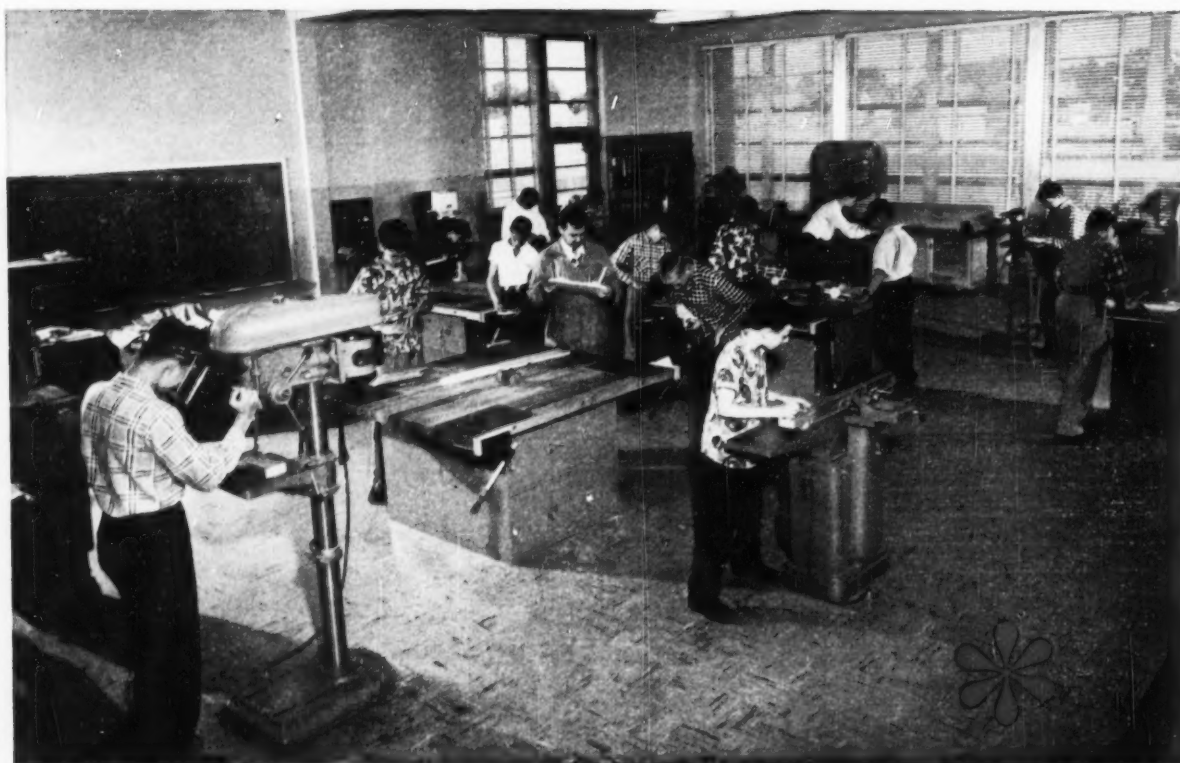
Please send me a FREE copy of your booklet "PC Glass Blocks for industrial, commercial and public buildings." ☐ Have engineer call to discuss specific problem.
☐ Send information on "SKYTROL blocks for toplighting."

Name

School System

Address

City Zone State



DELTA The "Natural Choice" at new East Lake Junior High School

"With their ease of operation and built-in safety features, DELTA power tools just seem to be made for school shops," says Mr. Henry Roy, shop instructor, commenting on the purchase of Rockwell-built DELTA Tools for East Lake Junior High School, Masepequa Park, N.Y. Ultra-modern East Lake has one of the most complete power-tool equipped shops in the nation. "DELTA was the natural choice," says Mr. Roy.

Heavy schedules, both day-

time and evening, demand durable equipment, and, according to Mr. Roy, "DELTA tools require only a bare minimum of maintenance, permitting us to keep them running constantly."

"Students too, are enthusiastic about DELTA tools," reports Mr. Roy. "They appreciate DELTA'S clean, accurate cuts on wood, plastics and other materials."

You'll find DELTA a wise investment for your school, too. The inherent safety, simplicity, and ex-

tremely low operating cost that make DELTA Power Tools the leader in industrial and home workshop use, also make them the "natural choice" for industrial arts instruction.

Get full information from your DELTA Dealer, or send the coupon today.

DELTA QUALITY POWER TOOLS
Another Product of **Rockwell**



DELTA POWER TOOL DIVISION,
Rockwell Manufacturing Company
408B North Lexington Avenue, Pittsburgh 8, Pa.

☐ Please send complete Delta Catalog.
☐ Please send name of my nearest Delta Dealer.

Name _____ Position _____
School _____
Address _____
City _____ Zone _____ State _____



DELTA Power Tools were the "natural choice" for students at new East Lake Junior High School, Masepequa Park, New York. Included are: a 14" and a 17" Drill Press; a 14" and a 20" Band Saw; a 24" Scroll Saw; a 10" Tilting Arbor Unisaw; an 8" Jointer; two Tool Grinders; a 12" Lathe; and a 6" Belt Sanding Machine.

DELTA QUALITY MAKES THE DIFFERENCE





Question:

*I wonder how she stays
"Fresh as a Daisy"...
after a day's work?*



*Don't you know?...she has
an Underwood Electric!...
It's a cinch to type on!*

Answer:



**BE SURE TO VISIT US
AT THE CONVENTION**



Teach *your* students on the Underwood Electric to better equip them for positions in this modern business world.

You'll find it easier to teach them, too . . . because the Underwood helps make typing s-m-o-o-t-h, quick and relaxed.

So don't buy any typewriter until you try the new Underwood Electric . . . on your own work, in your own classrooms . . . and see for yourself how easy it is. No obligation whatsoever. Just phone or write your Underwood representative for a trial.

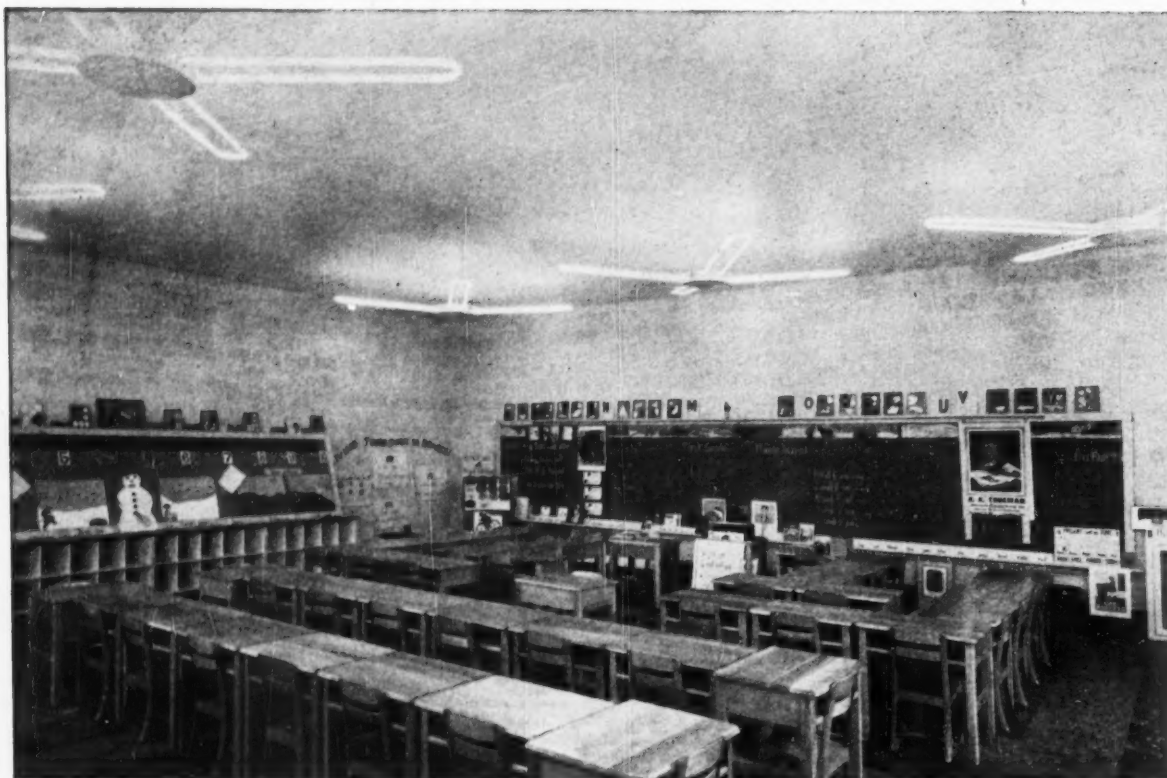
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Typewriters . . . Adding Machines . . .
Accounting Machines . . . Carbon Paper . . . Ribbons
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Sales and Service Everywhere



Underwood Electric . . . made by the Typewriter Leader of the World

JUST WANT TO GET THE FACTS!



Only in the IEC "Hairpinline" Fixture Can You Get the Benefit of Our New 100 MA Ballast Operation. Here's the Comparison!

	IEC-Hairpinline UX480	Imitations
No. of Fixtures.....	6	6
Watts per Fixture.....	187	203
Lamps Guaranteed.....	3 years	2 years
Operating MA.....	100	120
Rated Lamp Life (FLA)....	25,000 hrs	15,000 hrs.
Do Lamps Flicker.....	No	Yes
Total Watts Per Room....	1122	1218
Footcandles on Desk.....	41.14	34.32
Footcandles on Wall.....	29	21.42
Desk Ftc after 3 yrs. with No Cleaning.....	28	21.18
Lumens Per Watt.....	48	38
Sine Wave.....	Excellent	Poor
High Humidity Start.....	Yes	No
Low Temperature Start....	Yes	No

If you want the fixture backed by ten years of research and experience, if you want the best—Specify and insist on

IEC HAIRPINLINE

GETTING THE FACTS before you buy school lighting fixtures can save you time and money after the fixtures are installed.

Nearly a thousand school systems are using **HAIRPINLINE COLD CATHODE** for they have found, as you can, the savings that are possible with our **LOW BRIGHTNESS LAMPS** that completely **ELIMINATE MESSY LOUVERS**, with our **REDUCED POWER CONSUMPTION**, and with our **THREE YEAR LAMP GUARANTEE!**

If you would like more information on this fixture that is replacing incandescent and ordinary fluorescent in city after city, won't you please write us for your copy of —

"FACTS ABOUT HAIRPINLINE FOR SCHOOL LIGHTING"

P.S. NOBODY, BUT NOBODY MAKES A FIXTURE THAT PERFORMS LIKE OURS! EXAMINE THE CHART ON THE LEFT AND SEE THE DIFFERENCE.

Illuminating Engineering Co.

2347 E. NINE MILE ROAD

ORIGINATORS & PIONEERS OF "HAIRPINLINE" COLD CATHODE LIGHTING FIXTURES

HAZEL PARK, MICHIGAN

Great Chairs live forever



Yesterday's Windsor Writing Chair ...

was the pride of the Eighteenth Century. This chair is an example of durable usefulness, a principle of early Colonial furniture design which continues to exert an influence today.

Today's **Griggs** *Skyliner chair desks...*

combine utility and durability *and* have all the eye-appeal of modern design. Maybe that's why today Griggs is a leader in movable classroom furniture. Griggs Skyliner chair desks last for years and give your schoolrooms maximum utility. They are available in many functional designs ... have extra storage space ... are proportionately engineered to fit young bodies. Skyliner seating comes in five different metal colors, two smart wood finishes and two different Formica tops. When you buy Griggs, you'll know you've protected your long-term investment.



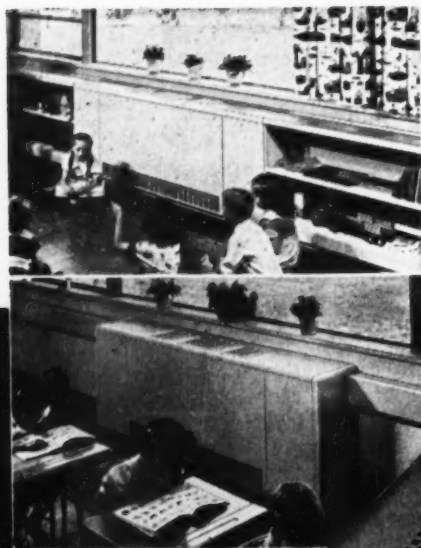
GRIGGS
Equipment
Company

Have you seen the complete Griggs line lately? Write today for GRIGGS latest school catalog and name of your nearby distributor.

BELTON, TEXAS



Now! Stop classroom



Available with . . .
or without shelving



The exclusive new **TRANE**

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING

drafts before they start!

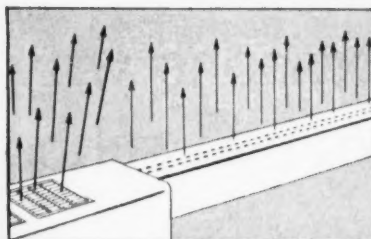
New! Exclusive Trane Unit Ventilator System
creates Kinetic Barrier which (1) stops window downdrafts
every minute room is occupied, (2) improves distribution of
heated and ventilated air, and (3) operates quietly
—virtually noise-free.

Not since the first unit ventilator has there been such a significant improvement in school comfort.

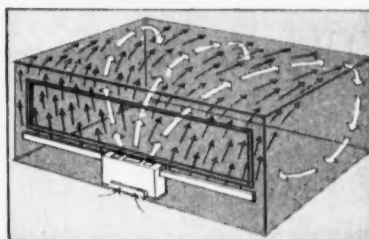
The new TRANE Unit Ventilator System actually accomplishes what architects, engineers, contractors and school authorities have long agreed would be the ideal.

How Trane System differs. The use of *warmed* air for intermittent "blanketing" of windows during the heating cycle has been common practice for many years. However, this still leaves pupils exposed to downdrafts since *cooling* is required about 75% of the time due to high heat gains. The new TRANE system differs in that it is effective at *all times*—during cooling as well as heating cycles. *It operates every minute the room is occupied . . . even when the heat is off.*

HOW TRANE Kinetic Barrier SYSTEM WORKS



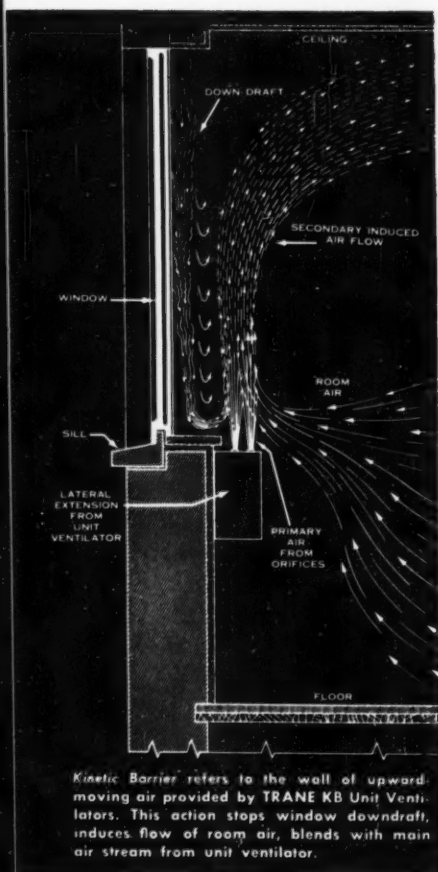
Outdoor and room air is drawn into the TRANE Unit Ventilator in desired proportions where it is blended, filtered and brought to the proper temperature. It is then forced upward from the central unit and from lateral extensions along the entire window wall.



Rising air creates Kinetic Barrier which blocks drafts at source, draws room air to ceiling. These air streams blend and circulate around room in a continuous draft-free cycle. Air fans out from central unit, assists air from extensions to penetrate every corner.

Report describes new system in detail. Just published. Contains results of an investigation of the TRANE Kinetic Barrier System of unit ventilation operating in an actual "problem" classroom during the winter of 1952. If you are concerned with modern schoolroom heating and ventilation, this report is "must" reading. Write for your copy today. The TRANE Company, La Crosse, Wis.

Trane matched products fit every school need . . . Convectors • Wall-Fin Heaters • Volume Ventilators • Projection Heaters • Horizontal Unit Heaters • Force-Flo Heaters • Climate Changers • Compressors • Air Conditioners • Water Chillers • Fans • Coils • Traps and Valves.



Kinetic Barrier system of Unit Ventilation

EQUIPMENT • The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn. • Trane Co. of Canada, Ltd., Toronto • 87 U. S. and 14 Canadian Offices.



Three sound reasons why Royal is the leader in schools

THE INSTRUCTOR wants a typewriter that is easy to teach on. She wants a machine that is easy for the student to learn on.

Royal is built with the instructor and typist in mind.

There you have reason number one.

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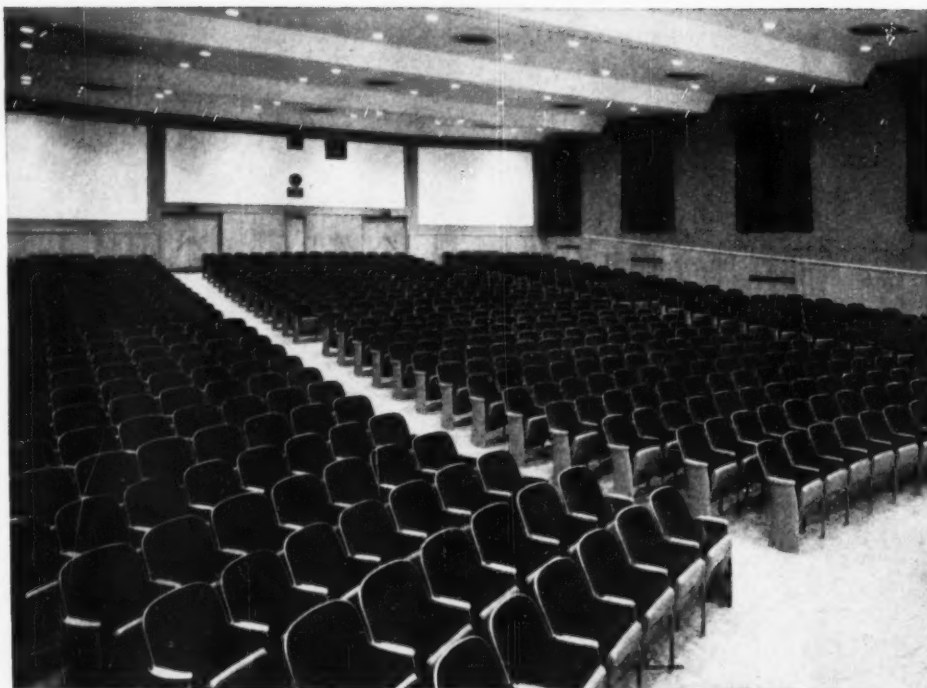
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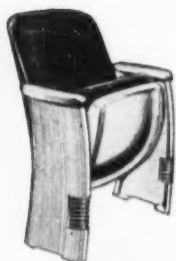


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State School Redistricting Continues

*Kenneth E. McIntyre**

During the past two years, the number of school districts in the United States has been reduced by more than 7000. A survey conducted on November 1, 1951, revealed that there were 72,637 basic school administrative units in the nation.¹ The corresponding figure for November 1, 1953, is 65,294. Table 1 shows the state-by-state totals.

Any comparison of reductions in numbers of school districts does not carry the implication that the resulting units are equally adequate. In terms of numbers alone, however, the redistricting pace during the past two years has not been as rapid as it was during the period from 1949 to 1951, when approximately 15,000 districts were eliminated.

The Progress Summarized

The following summaries briefly describe the reorganization activity in the 48 states:

Alabama—Typical of the southeastern states, Alabama's school district situation has remained largely unchanged, although there has been extensive consolidation of schools. Of the 1417 one-teacher schools operating in 1942-43, only 654 remained in operation in 1951-52.

Arizona—Arizona's school districts serve either elementary or secondary school purposes only. Redistricting has taken place gradually and slowly.

For a summary of previous survey findings concerning redistricting in the 48 states, see the March, April, and May, 1950, and the May and June, 1952, issues of the AMERICAN SCHOOL BOARD JOURNAL.

Arkansas—The law of 1948 resulted in reducing the number of school districts from 1615 to 423. At present there is some talk of asking the Legislature for machinery whereby county units could be formed on an optional basis.

California—An average annual reduction of approximately 75 districts has been effected since the inception of the present reorganization program in 1945. From 1947 to 1949, inclusive, only 19.5 per cent of the redistricting proposals submitted to the voters were approved; however, the percentage of successful elections increased to 57.5 during the past three years. Although there are only 83 unified districts (districts that operate both elementary and secondary schools), some progress is being made in that direction.

Colorado—Redistricting activity under the permissive law of 1949 has been seriously hampered by a 1951 amendment, which provided that a new plan must be prepared if the majority vote in any district or part of a district included in the plan is opposed to the reorganization pro-

posal. This type of provision has been fatal to effective redistricting in every state where it has been tried.

Connecticut—Although there has been no recent change in the number of school districts, there is a trend toward regional high school programs. Also, the State Department of Education serves 78 of the 169 towns in Connecticut, by maintaining 12 district offices, each of which serves five to seven small towns (a town is eligible if fewer than 35 teachers are employed). Twelve superintendents and 11 elementary supervisors were employed for this purpose last year.

Delaware—District structure has not changed recently, although 16 small one-room schools have been closed during the past six years.

Florida—In 1947, all districts within each of the 67 counties were abolished and one district was established, coextensive with the boundaries of the county.

Statewide Building Construction

Georgia—District organization consists of 159 county districts and 43 independent city systems (an increase of one city system since 1951). A \$200,000,000 school building program is resulting in the consolidation of many high schools.

Idaho—Since 1951 redistricting has been completely voluntary. Approximately 93 per cent of the pupils attend schools in reorganized districts, which include 13 complete county units. Only 148 one- and two-room elementary attendance units remain. The intermediate county boards and



county superintendencies have been eliminated in 28 of the 44 counties.

Illinois—Illinois has established 272 "community unit" districts since 1947, and has done so by voluntary action of the people involved. During the past eight years, the number of districts in the state has been reduced by 9348—from 11,955 to 2607. Illinois still has 13 different kinds of districts, including 1940 that serve elementary school purposes only.

Indiana—Township districts constitute approximately four fifths of Indiana's total number. Progress in redistricting has been slow.

Iowa's New Law

Iowa—A new redistricting law, effective May 1, 1953, provides for a deadline for adopting and filing reorganization plans. However, the minimum standard of 300 pupils for a new district is considered unsatisfactory by many, and the voting procedure (in general, each existing district decides for itself whether it will merge) will undoubtedly obstruct effective action in most cases. Fifty of the 82 new districts formed under old laws during the two years prior to May 1, 1953, had fewer than 100 high school pupils.

Kansas—Since 1951, 359 districts have been reorganized or consolidated. A recent law provides for mandatory disorganization of districts that do not operate a school during three consecutive years.

Kentucky—Kentucky has 120 county systems and 107 independent districts. Since 1951, five of these independent districts have merged with county units. This gradual tendency toward complete county units has been going on for many years.

Louisiana—There has been no recent change in the pattern of organization, which consists of 64 parish (county) units and three city units.

Maine—There has been no important change in school district structure recently.

Maryland—There has been no change in Maryland, which has 23 county units and the Baltimore city system.

Massachusetts—For several years, Massachusetts has had 351 districts, consisting of 312 town units and 39 city systems.

Michigan—The number of school districts in Michigan has decreased slowly but consistently for many years, at a rate of about 125 districts per year. Local people are now studying their needs through "Area Studies" in most of the counties.

Minnesota—The 1953 Legislature voted to continue the county survey committees until 1955. Since the reorganization law was passed in 1947, there has been a reduction of 2458 districts through voluntary local action. Much remains to be done, as only one high school in three has as many as 300 pupils, and approximately 1800 elementary districts do not operate a school.

Mississippi—Considerable progress has

been made in improving district structure in Mississippi, which has the greatest number of small districts of any state in the Southeast. At the time of this writing, the Legislature was in special session considering proposed bills which would effect an entirely new pattern of district organization.

Missouri—Approximately half of Missouri's school districts and two thirds of

TABLE 1. Total Number of Basic Administrative Units, by States, on November 1, 1953

Alabama	111	Nevada	166
Arizona	310	New Hampshire	239 ^a
Arkansas	423	New Jersey	555 ^d
California	1,971	New Mexico	101
Colorado	1,151	New York	2,662 ^e
Connecticut	172	North Carolina	174
Delaware	17	North Dakota	2,121
Florida	67	Ohio	1,354
Georgia	202	Oklahoma	1,888
Idaho	207	Oregon	893
Illinois	2,607 ^b	Pennsylvania	2,490
Indiana	1,089	Rhode Island	39
Iowa	4,547	South Carolina	103
Kansas	3,708	South Dakota	3,385
Kentucky	227	Tennessee	152
Louisiana	67	Texas	2,000
Maine	498 ^a	Utah	40
Maryland	24	Vermont	261
Massachusetts	351	Virginia	127
Michigan	4,400 ^c	Washington	539
Minnesota	5,148	West Virginia	55
Mississippi	1,417	Wisconsin	4,993
Missouri	4,229	Wyoming	305
Montana	1,210		
Nebraska	6,499	Total	65,294

^aLatest available data.

^bAs of October 1, 1953.

^cEstimate.

^dAs of June 30, 1953.

^eAs of August 10, 1953.

the attendance centers that existed in 1948 have been eliminated since the enactment of the permissive reorganization law that year. However, a problem in Missouri, as in several other states, is that a large number of the reorganized districts are inadequate in enrollment and in financial resources. The Legislature recently encouraged further redistricting by increasing the maximum allotment of building aid to reorganized districts, from \$25,000 to \$50,000.

Montana—Consolidation of common school districts has reduced their number by 83 since 1951. This has been voluntary except where a district did not operate a school, or transport at least five pupils outside the district, for a period of three years.

Nebraska—Nebraska, where there are five school board members for every three teachers, still has more school districts than any other state in the nation. There are now 270 fewer districts than were reported for January 1, 1951. Considering the inequalities in the school tax burden caused by existing district organization and Nebraska's almost total reliance on local sources of revenue, the amount of redistricting activity under the permissive

law of 1949 provides some cause for optimism.

Nevada—There have been no recent changes in Nevada's redistricting laws. In addition to the 18 consolidated districts that have been formed through elections in the districts involved, there are 14 union districts and combined schools, in which the component districts hold their separate identities.

New Hampshire—A permissive "Co-operative School Districts Law" was passed in 1951. Reorganization activity under this law has not been extensive.

New Jersey—There have been no significant changes in New Jersey recently.

New Mexico—There have been no recent changes in laws governing redistricting, and very little change in district structure.

New York Activity

New York—Activity in New York has been directed toward the establishment of community type districts. Progress in redistricting has been constant and well planned.

North Carolina—Two new city units were created by the 1953 General Assembly. As in most other states, the suburban areas around the city units constitute a complex organization problem. Consolidation of attendance centers has reduced their number by 367 during the past three years.

North Dakota—The permissive law of 1947, as re-enacted in 1953, has reduced the number of districts by approximately 150. The requirement that there must be a favorable majority vote in each existing district for a proposal to carry does not make the future look bright for reorganization.

Ohio—A new law, to take effect June 1, 1954, provides for nine-member county citizens' committees (upon petition of electors or resolution of the county board of education), to study the need for reorganization and make proposals. Seventy-three districts have been eliminated since 1951.

Oklahoma—During the past year, 101 rural districts, including four high school districts, have been dissolved and annexed to adjoining high school districts. There has been no important change in redistricting laws.

Changes in Oregon

Oregon—A 1953 law requires the annexation, to an operating district, of all districts that do not operate a school for two successive years without approval of the State Board of Education. Approximately 200 districts have been eliminated since 1951. A comprehensive redistricting law, passed in 1951 for referral to a statewide referendum in November, 1952, was defeated by a vote of 301,974 to 295,700.

Pennsylvania—More than 1400 districts are now operating under the joint

board method, whereby each district retains its identity. Fifty districts have actually dissolved to form union districts since 1951. Both processes have been hastened by state school building subsidies and other incentives, although since 1951 there have been greater inducements to create actual union districts than merely to form joint boards.

Rhode Island — Rhode Island has had 39 districts for many years, organized around cities and towns.

Small Schools Consolidated

South Carolina — In place of the 1221 school districts that existed on July 1, 1951, there are now 103, consisting of 23 county units and 80 independent systems. Further consolidation of small schools is the next step.

South Dakota — So far, the 1951 reorganization law has not produced spectacular results. Eighteen counties have committees at work on reorganization plans. Approximately 50 one-teacher schools are being closed each year, but very few districts are being dissolved. An antiquated system of financing education will make any real progress in redistricting extremely difficult.

Tennessee — A recent amendment to the State Constitution will facilitate the formation of more county units. The number of one- and two-teacher schools has been reduced from 2842 in 1949-50 to 2070 in

1952-53. Consolidation is being hampered, however, by insufficient funds to meet new housing needs.

Changes in Texas

Texas — Although Texas has no comprehensive, over-all redistricting plan, there are a number of methods whereby school districts can be established, extended, or consolidated. By these methods, the number of districts has been reduced by 264 during the past two years.

Utah — Utah has 35 county units and five city units. There have been some recent consolidations of attendance centers, but no major changes in district organization since 1915.

Vermont — The 1953 General Assembly passed a law, very similar to the law of 1951, authorizing the establishment of union high school districts. The formation of such union districts requires an affirmative majority vote in each component district, and the approval of the State Board of Education. Fifty districts are now studying high school district reorganization. Approximately 50 one-room rural schools are being closed each year.

Virginia — Although district structure has not changed significantly in recent years, consolidation is increasing the size of schools.

Washington — Washington deserves credit for outstanding pioneer work in redistricting along natural community lines.

Although the big push occurred during the 1940's, the ultimate goal has not yet been reached — less than half of the existing districts serve both elementary and secondary school purposes. Progress has been slow since 1947, when the Legislature reverted to the vote-by-individual-districts method of approving the formation of a new district.

West Virginia — West Virginia's organization has consisted of 55 complete county units since 1933. Consolidation has increased the size of schools significantly in recent years.

"Forward" Wisconsin

Wisconsin — Redistricting in Wisconsin, according to one of her leading educators, "is moving slowly, steadily, and sensibly forward." The total number of districts has been reduced by 440 since 1951. Legislation enacted in 1953 discontinues state aid for pupils of nonoperating districts attending schools in other districts, and will eliminate nonoperating districts after 1955.

Wyoming — During the past year, the number of districts has been reduced from 313 to 305. There is one county unit, and several other counties consist of only city and village districts with no schools directly under the county superintendent.

In a subsequent issue, significant trends will be discussed.

A Coming Dilemma —

Equal Opportunity for All?

Harold W. Boles*

If a school district abolishes a school which, in practice though not in articulated policy, is a segregated school with all Negro pupils and all Negro staff, what can be done with staff members? More particularly, what can be done with teachers who are on continuing contracts?

The immediate reaction among the more tolerant is likely to be, "Why, use those people in other schools!" The reaction of the "middle-of-the-roads" is likely to be, "Why not make them *visiting* or *special* teachers, where they won't have to face problems of disciplining white children, etc.?" The retort of the don't-care-who-knows-it-prejudiced may be, "Get rid of 'em!"

In the cold light of actual confrontation,

*Superintendent of Marion Local School District, Columbus 7, Ohio.

which, if any, of these do an administrator and board of education follow?

We in our situation appealed to the community for help in finding the proper solution. This questionnaire, supplemented by oral explanation, was distributed by volunteers to parents of white children in certain grades of three schools where it seemed it might be feasible to use the teachers from our all-Negro school.

HELP WANTED!

Most residents of the Marion Local School District are aware of the unsuitable conditions at the Marion Road School. The site is too small, the building antiquated, and factories crowd all around. It is not a place where you would want your children in school.

The survey made by the Bureau of Educational Research at Ohio State University in 1949 recommended that the Marion Road School be abandoned as soon as possible. With the opening of the new high school and the

new additions at Clarfield and Smith Road, it looks as if abandonment might now be possible.

The Public Opinion Panel, a representative group of Marion Local citizens which meets monthly to consider school problems, has proposed the following as possible solutions to what should be done with the children who have been attending Marion Road:

LONG RANGE — Send them to a new non-segregated school which seems to be needed near their home locality along Groveport Road.

IMMEDIATE — Absorb them in the four other elementary schools of the district.

The long range solution will require time. The proposal for immediate action would be feasible, because we have a relatively small number to be absorbed in any one school and we will have some vacant rooms in other buildings this year.

The real problem comes in determining what to do with the three Marion Road teachers who are on continuing contracts. Here is where we need your help. We do not know just how democratic this community

is, so members of the Public Opinion Panel have volunteered to contact some of the parents regarding this question.

It is uneconomical to continue operation of the Marion Road School for about 85 pupils, but if they are absorbed in other schools there are three colored teachers who must also be absorbed. These teachers are as well (or better) educated as most of our other teachers and all have many years of experience. None has any speech handicap. They are under contract and are entitled to positions in this district.

Date.....

Understanding the above situation we.....
(would or

..... object to having a colored teacher
would not)

teach our child or children.

Signed.....

Results were as follows:

Attitude of White Parents Toward Colored Teachers

	No. of Families Concerned	No. of Families Contacted	Would Object	Would not Object	No Comment
School 1	59	38	15	22	1
School 2	51	33	29	4	0
School 3	88	61	43	16	2
Totals	198	132	87	42	3

In the face of such overwhelming sentiment, it was decided to continue the Marion Road School for at least this year. We continue to seek a solution. The survey staff and even the University people as a whole offer sympathy but no help. After all, the University employs no Negro faculty members.

There is such a dearth of professional literature on the topic that one suspects deliberate avoidance. Even Tipton, who devoted a book¹ to the problem of race relations in a particular school system, mentions the problem of using Negro teachers in mixed classrooms only as a kind of afterthought, almost at the end of his book; i.e., "Should Negro teachers, presently concentrated at the Harrison and Evans Schools, be distributed among the other schools now that several formerly all-white schools had Negro children enrolled?"² Individuals who try to be helpful almost invariably suggest: "Get rid of the teachers." "Help them find jobs in other districts." "Ask them to resign." "Put pressure on them," etc.

In an attempt to learn what other districts have done, we wrote to superintendents of four cities which are known to employ Negro teachers in mixed classrooms, asking a number of questions. The responses indicated that complete racial integration of teachers is far short of total

¹James H. Tipton, *Community in Crisis*.

²*Ibid.*, pp. 179-180.

President Eisenhower on Education

Youth — our greatest resource — is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population.

The preparation of teachers as, indeed, the control and direction of public education policy, is a state and local responsibility. However, the federal government should stand ready to assist states which demonstrably cannot provide sufficient school buildings. In order to appraise the needs, I hope that this year a conference on education will be held in each state, culminating in a national conference. From these conferences on education, every level of government — from the federal government to each local school board — should gain the information with which to attack this serious problem.

— Extract from PRESIDENT DWIGHT D. EISENHOWER'S Message to Congress on the State of the Union, January 7, 1954.

accomplishment even in these relatively enlightened areas.

Employment of Colored Teachers in Mixed Rooms

	Total Teachers Employed	Number of Colored Teachers	Number of Colored Teachers in Mixed Classrooms	Date This Practice Started
City 1	3400	36	36	**
City 2	900	76	7	1950
City 3	377	5	5	1943
City 4	344	86	22	1946

**When first Negro teacher was employed.

As can be seen, only two of the four cities use all the colored teachers whom they can employ in mixed classrooms. In those two, the number of colored teachers is small indeed compared to the total, although one of those emphasized that numbers were estimated as personnel records, provide no information about race, color, or creed, and that system employs Chinese, Japanese, and Philippine teachers as well as Negroes. Two cities emphasized the fact that those colored teachers used in mixed classrooms are a carefully-screened unusually-able group.

In only one of the four districts was any time devoted to preparing pupils, parents, and the community at large for acceptance of Negro teachers in mixed classrooms, and that was the one (the only one) where segregated schools had existed. All four stated that there was either no opposition to the use of colored teachers in mixed classrooms or that opposition was slight and of short duration.

Why, then, in our own situation have we failed to make much progress toward a solution? Pupil adjustments, as antici-

pated by our board of education and the Public Opinion Panel pose no problem. Boys and girls from seventh grade on up mingle freely in our new junior-senior high school which opened for the first time this fall.

Since the Marion Road School has no kindergarten nor has it room for one, Negro five-year-olds are sent to another school. Other children accept, and are accepted by, them. Those who attended kindergarten at another school last year were returned to that school this year rather than to have a new group subjected to the inadequacies of the Marion Road building. They seem at home. These things have reduced the school enrollment from 150 to 90 children. Thus, some progress has been made, though mostly in the nature of "delaying tactics." Perhaps the administration and the board of education have been too timorous in handling the teacher problem. Tipton³ intimated repeatedly that he felt the most debilitating factor of the Central City affair was the lack of a positive stand by the superintendent and the board of education. Certain members of the University staff have done all but shout, "Cowards!" at us.

Perhaps we have felt too keenly that the schools belong to the people. Perhaps we could find no place to take hold of the problem. Perhaps our community is atypical. Perhaps outside help has been sought for what should be "an inside job." Perhaps we are hoping to put into action something which others find it easier to just talk about. Anyway, there are still 90 children attending school in a sub-standard building in an almost intolerable location with less than adequate equipment — in the winter of 1953-54 — in Ohio — U. S. A.

³*Ibid.*

Newcomers Need to Know Their Adopted Community by Robert F. Flahive



Central Business District of Milwaukee (Photo, Courtesy of Milwaukee Association of Commerce).

Aside from long established and widely accepted educational arguments usually advanced, there are important general reasons for the support of community study in our schools. These are well worth consideration by such thought leaders as educators and government officials, and leaders in the professions, business, industry, and labor. Parents, too, should be interested in this matter.

The fluidity of movement of our national population is one of the socio-economic wonders of recent decades. Many individuals and families are on the move. Large cities keep growing larger. Certain sectors of the country, like California and Florida, continue to experience growing pains of unbelievable intensity.

As a result, many Americans are now comparatively "new" to the community in which they reside. In Metropolitan Milwaukee, for example, in-migration has netted the community about 100,000 new citizens since World War II. In other words, at least one out of every nine Milwaukeeans probably remembers and understands his

"old home town" just as well as, if not better than, the place where he has chosen to live and work.

Just what does this mean to any community which is growing and developing? In the case of most cities, large or small, most population increases are indications of the newcomers' desire to share in and add to the prosperity and progress of a particular community. In-migration is a good sign. However, since organized societies exist for the common good of all members, an educational program of a special sort becomes necessary.

Distance and Differences

In order that all citizens might be equally prepared to participate intelligently in the life of their community they must know it—its governmental structure, historical background, economic pattern, and cultural make-up. Newcomers, like travelers, soon realize that all cities are alike in some ways and different in many others. The greater the distance the newcomer has traveled the greater the differences in a community's way of life will be to him.

There is only one New York City just as there is only one Walla Walla, Wash., and people live differently in each place. Whether a person has moved to the United States from some foreign country, or from a southern state to one in the North or just from one city to another within the same state, he must make many adjustments.

For years, our schools have been teaching about the community as a part of the social studies program. Much of this teaching was directed toward children native to the area. Most of these pupils were naturally interested in understanding better their own home town. These children were the offspring of a stabilized population. The majority of their parents were registered voters; many of them were property owners, and many knew the community's background in its varying aspects, ranging from politics to sports.

Orienting Parents Through Children

Curriculum-wise, community study has served as an end in itself when the teacher has concentrated upon community citizenship *per se*. It has been used also as a

The author handles Curriculum Research for the Milwaukee Public Schools.



Local history and local government taught by an informed teacher is of intense interest to children.

bridge spanning the gap between the best known units of society—the home, the school, and the neighborhood—and the larger, more complicated units—the state, the nation, and the world. Hence, in this way, community study has served as a means to an end. This writer contends that community study should be organized to serve as the means to still another end: i.e., the orientation of the newcomer child and, through him, his parents to their adopted community.

Does this mean that more time should be devoted to studying the community? Not necessarily. Many things need teaching today. Further, certain basic subjects have prior claim. However, a constant reorganization of community study materials and an evaluation of learning outcomes should help the individual teacher to impart more and more needed knowledge to the individual child within the present limits of time. In addition, selected community resources can be utilized for the meaningful teaching of almost any subject. Thus, as a concomitant learning, familiarity with the community should follow.

Probably the most essential and admittedly intangible factor involved is the attitude of the natives. In particular, this applies to the thought leaders of the community. Patience and understanding should

result from a careful study of newcomers and their problems. Everyman remains a stranger when he knows not his neighbors or his environment. Only those who have learned what a particular community is made up of and what it stands for can be expected to truly understand, accept, and support it.

Teach Local Government

Hence, action is needed, too. If we desire all citizens to support our local government we must teach it to them. If we want our newer citizens to make intelligent judgments on matters of civic concern, then they should have a proper perspective. The study of local history will give them this. If we want workers who understand our local business and industrial patterns, we should acquaint them with the local economy. And if we want the stabilized population of old, then we must show the newcomers the advantages of voting, respecting the law, earning their livelihood, owning property, and rendering service in our local community. We must help them to feel that they belong.

Let us take nothing for granted. We want all citizens to give and take their share. Genuinely interested citizens are community assets. Transients, "movers," those who will someday become the new-

comers in another city often lack the sense of civic responsibility so necessary to proper functioning of American democracy.

Although we cannot force anyone to have civic pride, we can sow seeds of thought through a well-organized, challenging, and inspiring program of community study adjusted to the practical needs of the day.

CURRICULUM REVIEWED

The board of education of Kalispell, Mont., during the early spring of 1953, devoted considerable attention to curriculum changes proposed by the teachers working by departments. It became evident that the board was in need of curriculum orientation. Therefore, beginning in September, a program of better teacher-school board understanding and relationships was inaugurated. The board designated one extra evening per month when they would meet with one or two groups of teachers by departments.

The school administrator acted as chairman and the evenings were spent in round-table discussion of the courses offered in the schools. Questions were asked and answered, and teachers gave reasons for the courses and subjects. The values and relative merits of all courses were thoroughly reviewed.

At these meetings suggestions were offered for improvements or changes in the courses. Also, there has developed an improved mutual understanding of teacher-board problems and attitudes relative to the different curricula.

High School Teacher Shortage Impends

Ray C. Maul*

A new placard in the window announces, in bold-face type: "Wanted—high school teachers." This notice, taking its place with the all-too-familiar one calling for elementary school teachers, is not limited to certain fields, such as home economics and library management; the appeal is for more candidates in every one of the high school teaching fields.

The scene is changing rapidly—more rapidly than many of us realize. Several new factors, each potent in its own right, are now actively contributing to this change. Most dramatic among them, perhaps, is the alarming drop, during each of the past three years, in the number of new potential candidates being produced by the colleges. Another is the change in opportunities and requirements outside teaching which confront college graduates the moment they receive their degrees. A third is the almost unnoticed competition among the several fields and levels within teaching itself for the available qualified personnel. Fourth, and without question the most obvious, is the impending avalanche of students about to sweep into the lower high school grades. And fifth—not to be overlooked—is the unhappy fact that the profession has not yet come up with a unified positive approach to the recruitment problem.

A look at these factors, and particularly at the supporting data, is in order.

Enrollment Bulge Yet to Come

It should not be necessary to review the recent vast increases in the number of births per year, yet there is much evidence that (1) the widespread publicity given to the increase, and (2) the obvious presence of $4\frac{1}{4}$ million more children in the elementary school classrooms have led to a dangerous complacency—a false assumption that the tide has struck with its full force. Also, there is the human weakness of presuming that a problem, if repeatedly stated, is already on the way to solution.

Nothing, of course, could be more erroneous; the changed situation since 1945 is only half complete in the elementary schools, and the increased birth rate has not yet begun to affect the high school enrollment! True, high school enrollments showed modest increases in September, 1952 and 1953, but these small additions must be attributed chiefly to increased holding power, not to an increase in the total number of boys and girls of high school age.

*Assistant Director, National Education Association.

The effects of the first meaningful increase in annual births—160,000 more in 1941 than in 1940—are now being felt in the seventh grade. This means that the eighth grade is yet unaffected. In round figures, the sixth grade is now up about 450,000; the fifth grade, 550,000; the fourth grade, 400,000; the third grade is up 350,000, with the second grade up one million and first grade $1\frac{1}{4}$ million above the 1940 enrollment level, due to increased annual births. The point to be noted here is that only the first and second grades have felt the impact of an increase of one million over 1940, but every grade will, within the next six years, be required to absorb that number.

It must be recognized here that the number of births per year quite accurately indicates the enrollment in grades 1–6 during the period 6–11 years later, but the figures lose some of their accuracy in indicating enrollment in grades 7–12 during the period 12–17 years later, due to the defections from school attendance of the 12–17 year age group. Assuming only the prevailing rate of effectiveness in holding junior and senior high school students, however, the number of enrollees in grades 7–12 is due to increase a full 50 per cent on the basis of the known number of children now living. And with 1953 births setting a new high—four million for the first time—this steady growth in high school enrollment is inescapable until 1968 at least. What lies beyond that date depends upon birth rates after 1953.

The gist of all of the above is that the high school is only now approaching the threshold of a new era—it has yet to readjust to a changed condition induced by the presence of more boys and girls of high school age.

Supply of Potential Candidates Is Decreasing Sharply

As the trend in numbers of high school students to be taught is about to assume an ascending attitude, the trend in the production of potential candidates for these teaching assignments is already in a descending attitude. In some fields this plunge can only be described by the word "sensational." And even more distressing is the fact that this diminution of supply is most acute in the field of science and technology.¹

¹For a more extended treatment of the implication of science teacher supply, see Maul, Ray C., "How Shall We Produce Our Scientists?" *Phi Delta Kappan*, 30:2; November, 1953.

Of the college students who prepare to teach, the great majority have always pointed toward the high school for historical reasons so well known they need not be argued here. A review of available data² shows that the ratio has frequently been as high as four to one, comparing degree graduates prepared to teach in high school with degree graduates prepared for elementary school teaching. With the widespread increase in standards for the latter since 1945, this imbalance has begun to level out through (1) a modest but substantial increase in the number of degree graduates prepared for elementary school teaching, and (2) a sensational decrease in the number of degree graduates prepared for high school teaching. The most recent four-year record is as follows:

Degree graduates prepared to teach in:

Year	Elementary	High School
1950	28,587	86,890
1951	33,782	73,015
1952	37,649	61,510
1953	35,618	55,468

Since we are concerned here with the future outlook for high school teachers, a more detailed analysis is in order. The accompanying table shows the situation in detail, beginning with 1950, the year in which the colleges produced an all-time high of 433,000 bachelor's degree graduates, of whom some 87,000 were prepared to teach in high school. Since that time the number of graduates has fallen 29.7 per cent while the number of potential high school teachers has fallen 36.2 per cent. It is the distribution of this loss among the high school teaching fields, however, that challenges closest examination. These fields are arranged in the table according to the loss, percentage-wise since 1950, as shown in column 5.

The most favorable situation is in art, with a loss of only 10.2 per cent, and music, with a loss of only 10.8 per cent. Curiously, in the field of chronic shortage—home economics—the three-year drop has been held to 11.9 per cent. These figures (along with the elementary increases shown above) reflect a fairly stable situation as regards the interest of college women in teaching.

It is at the other end of the list that the ominous warning is found. Most threatening is the 48.7 per cent drop in potential science teachers (usually about three fourths of this group are men), followed closely by a drop of

²See annual NEA reports on teacher supply and demand, 1948, 1949, 1950, 1951, 1952, and 1953. The 1953 report was published in the *Journal of Teacher Education*, March 1953.

Number of College Graduates; Number Prepared to Teach in High School; Number Prepared to Teach in Certain Designated Fields, With Per Cent of Year-by-Year Change, 1950-1953

1	2	3	4	5
Number of college graduates	1950	1951	1952	1953
Receiving bachelor's degrees	433,734	384,352	331,924	304,857
Per cent change from 1950	---	-11.4	-23.5	-29.7
Prepared to teach in high school	86,890	73,015	61,510	55,468
Per cent change from 1950	---	-16.0	-29.2	-36.2
Prepared to teach art	2,225	2,296	2,249	1,998
Per cent change from 1950	---	+3.2	+1.1	-10.2
Prepared to teach music	5,296	4,652	4,882	4,726
Per cent change from 1950	---	-12.2	-7.8	-10.8
Prepared to teach home economics	4,899	4,640	4,648	4,318
Per cent change from 1950	---	-5.3	-5.1	-11.9
Prepared to teach foreign language	2,193	2,133	1,859	1,694
Per cent change from 1950	---	-2.7	-15.2	-22.8
Prepared to teach English	10,709	9,461	8,211	7,040
Per cent change from 1950	---	-11.7	-23.3	-34.3
Prepared to teach commerce	7,235	5,750	5,165	4,576
Per cent change from 1950	---	-20.5	-28.6	-36.8
Prepared to teach physical education	13,792	10,741	9,153	8,266
Per cent change from 1950	---	-22.1	-33.6	-40.1
Prepared to teach mathematics	4,618	4,118	3,142	2,710
Per cent change from 1950	---	-10.8	-32.0	-41.3
Prepared to teach social science	15,349	12,178	9,406	8,375
Per cent change from 1950	---	-20.7	-38.7	-45.4
Prepared to teach industrial arts	4,890	4,284	3,161	2,627
Per cent change from 1950	---	-12.4	-35.4	-46.3
Prepared to teach agriculture	3,294	2,404	1,891	1,737
Per cent change from 1950	---	-27.0	-42.6	-46.7
Prepared to teach science	9,096	7,507	5,426	4,665
Per cent change from 1950	---	-17.5	-40.3	-48.7

46.7 per cent in agriculture and a drop of 46.3 per cent in industrial arts. These facts raise this question: "What has happened recently to cause fewer men students in college to prepare for teaching?"

Where Do College Graduates Go?

Activities in America dictated by the outbreak of hostilities in Korea have profoundly affected teacher supply. Most obvious, of course, is the call of men for military service—before they enter, while attending college, and immediately or soon after graduation. But the creation (and the maintenance for an indefinite period) of a force-in-being of three million men is not all. The manpower requirements of industry in the national defense program have opened a whole new series of employment opportunities for the college-trained man. First, perhaps, is the defection of science students from teaching to engineering, but the changed conditions have affected all high school teaching fields as business, industry, and government continue to place a greater premium upon formal education.

The demands of the national economy for trained leadership are steadily increasing at the very moment the total production of college graduates is decreasing. It seems likely that the American high school is about to be caught in a squeeze of staggering proportions. It is inescapable that in 1954—or in 1955 at the latest—there will not be enough college graduates prepared for high school teaching to meet the demand *even if every one of them should seek a teaching position*. This would mean that not one of the 1954 or 1955 graduates would enter military service, continue formal study, accept employment outside teaching, or devote full time to homemaking—a situation too fantastic to anticipate.

Here are the facts: During each of the past several years, some forty to forty-four thousand new high school teachers have been needed to fill the gaps caused by all reasons. This has been the number of replacements needed to maintain a teaching corps of constant size. In 1954 and 1955 this need will begin to expand, but it can now be foreseen that the total number of college graduates during the next two years who are prepared for high school teaching *cannot exceed 50,000 per year!* Thus the question, "Where do college graduates go?" in American occupational life takes on new meaning. Not only is the total graduating class decreasing in size; its members are responding to new and more widely varied demands for their services, and at the expense of high school teaching particularly.

Grades and Subjects Compete

But what of those who do prepare to teach? Where will they locate?

It has long been recognized, of course, that the schools offering better salaries, better working and living conditions, and better social opportunities draw upon the schools having fewer of these attractions. Even now a few superintendents can say they have an ample number of applications from qualified, successful teachers. But this situation is rapidly vanishing as conditions improve at a more rapid rate in the hitherto handicapped communities—and as the larger systems are driven to the maintenance of larger and larger classes.

Less well known is the growing competition of elementary schools for degree-holding candidates. Many graduates of liberal arts programs, with little or no professional training, have been and are being taken into the ele-

mentary school classroom. Of greater concern here, perhaps, should be the drift into the elementary school classroom of the person *prepared for high school teaching*. In recent years these college graduates, particularly those in fields of oversupply, such as social science, have been the most ready "converts" to elementary school teaching.

First, these college graduates entered college with the intention of becoming teachers; they were interested, and they met the professional requirements. Second, superintendents are inclined to consider them, particularly for the intermediate and upper grades, with little or no added preparation. Third, the attractiveness of elementary school teaching—with the choice of just about any desired location in the United States—and at salaries comparing favorably with many high school positions not so well located—has siphoned off a substantial number of these potential high school teachers with the best personal qualifications. The number of these fine people who have been channeled into the elementary school classroom during the past four years is not known, but this group is known to be high on the list of supplementary supply, after the small group—never more than 37,500—of degree graduates fully prepared for elementary school teaching has been consumed.

As the supply of qualified high school candidates decreases, and as the demand at this grade level increases, the situation will become more acute all along the line.

What About Positive Recruitment?

Perhaps the task would be Herculean, but we must cease selling teaching *down*, and start aggressively selling it *up*. In our negative approach we have decried low salaries, long hours, overcrowded classrooms, extracurricular burdens, lack of personal and social freedom, unsympathetic administration, and many other defects, but we have not pointed up the many, many compensating attributes of teaching. We may well pause to ask, "In our efforts to impress the taxpayer with our unhappy lot, have we, perhaps, struck a damaging blow by discouraging the very finest youth from preparing to join, and thus build up the profession?"

Probably every publicized ailment of the teaching profession has needed, and yet needs, treatment. The American school system stands in greater need of financial support today than ever before. Gaining this support is a Number One "must." But should we not—must we not—tell the possible recruit about the nature and the generous number of really good opportunities? Can we, indeed, sell teaching *up*?

Let's be specific. How many superintendencies in your state pay more than your governorship? More than a seat in Congress? How many are in the \$8,000-\$10,000 range? How many college presidencies (there are nearly 2000 of them in the nation) are in the \$10,000-\$15,000 bracket? How many school principalships and college deanships compare favorably with the really good management jobs in industry? How many professorships,

(Concluded on page 112)

How Boards Evaluate Themselves

Alex Jardine*

Foreign visitors are impressed by the fact that Americans are anxious to be liked and understood. We are a great people who like to point with pride to our achievements. We are constantly tearing down buildings and replacing them with newer and more functional structures. But often we do our planning without reference to what is going on about us.

Good boards of education are interested in how good their schools are and they try in various ways to discover the quality of the schools. Good boards use the information they secure to build better programs of education.

1. Good School Boards Expect the Administrator and His Staff to Give Frequent Reports of Their Stewardship.

Superintendents in most school systems have by this time become partners with the boards in developing philosophy and policy. But many good boards have gone beyond this and recognize that in well-trained staffs there is a reservoir of talent. Good boards feel free to call upon that talent and expect the superintendent to bring it forth as it is needed.

In its Handbook of Rules and Regulations, the Bronxville, N. Y., board of education says,

It shall be the deliberate policy of this Board to welcome teachers to as widespread a participation in school affairs as is consistent with effective results. The Board, therefore, through the administration, shall invite teacher consultation either through general meetings or through appropriate committees appointed by the teachers, on all major matters affecting the educational program. It is, of course, recognized that the ultimate responsibility for educational policy is by law placed on the Board.

The same thought expressed a little differently is found in the Handbook of Rules and Regulations of the Bloomington, Ill., board of education. This board says in part:

A type of leadership is demanded that will reach out into the community, marshal the total complex of forces and coordinate all effort in finding ways and means necessary to progress.

Democracy and adaptability are basic guides to administrative practice. Adaptability is of fundamental importance in bringing about a closer relationship of the school to the community. All people working together as a team is the essence of the democratic process. The role of administration is more coordinative and less directive in all of its functions.

All members of the educational staff are professional colleagues with specialized skill to contribute. Participation in policy formation and

planning through staff committees is a recognized practice.

Many devices are reported to present useful, meaningful information to school boards. Pictorial reports, charts, diagrams, oral statements, surveys of building utilization, comparative attendance figures, all planned to conserve time, may help the board to a better understanding of its problems. Since the superintendent is required to be present at all board meetings, he should bring in committees, principals, student groups, and parent groups as they have contributions to make. There is a therapy connected with such participation and a wholesome respect which develops as principals and teachers speak on topics which are close to them. This all is evaluative and boards that believe in it are willing to say they should have been doing more of it sooner.

Here is what others say on the point. A school board president says:

We frequently discuss matters with the staff, sometimes at their invitation. A board member must know what is going on, how plans work, and what makes a school tick.

A superintendent of schools says:

We have carried on a number of projects in self evaluation. Our high school staff has made a number of studies under the evaluative criteria set up by the North Central Association.

Board representatives and their superintendents admit that continuous evaluation using all available talent is highly desirable. In the next breath many say, "But we don't do it."

2. Good Boards Use the Educational Staff to Discover What the



Community Thinks About and Expects for its Schools.

The school board often wishes it had a crystal ball to help it in making decisions. Sometimes the board is faced with a problem, and a delegation interested in its solution in a certain way is present to speak. Now and then several factions appear to speak on the same issue, but representing different views. Should the board act at all? When should it act? How can the group that does not get its way be made to understand the wisdom and justice of the board's decision? Some problems seem to have no right solutions.

Sometimes the board knows the temper of community thought so well that it can anticipate requests and criticisms. Most often it just does not know and has to invent ways of finding out what community opinion is. Related to this is the great responsibility which a board has in helping to form desirable public attitudes.

Abington Township, Pa., constructed a simple questionnaire which it sent out in 1951 to all patrons of the schools and, so far as possible, to a representative group of nonparents. This instrument asked a number of pertinent questions which the board hoped would provide clues for future action. Included among these were:

- a) Which educational services now provided should be expanded?
- b) Which educational services not provided should be provided?
- c) Which educational services now provided should be curtailed or eliminated?
- d) What do you feel are the two most urgent needs of Abington Township schools?
- e) In general are you satisfied or dissatisfied with the Abington schools?
- f) Kindly list your constructive criticism of the Abington Township schools.

Many schools report the use of parents in census studies conducted in advance of building programs. This plan has the advantage of bringing parent groups close to the pressing building needs of the schools. Parents affected by boundary changes especially are entitled to express opinions before arbitrary changes are made.

School administrators and boards may not feel that they are ready for widespread tests of community opinion. Yet even in situations which seem to be most volatile some helpful information has been secured through opinion polls, and the school program has been supported or directions indicated in which desirable changes might be made.

3. Good Boards Secure Expert As-

*Superintendent of Schools, Moline, Ill.

Assistance to Help Study the Local Schools.

School surveys by experts have enjoyed wide popularity during the past quarter century. Colleges and Graduate Schools of Education often maintain field service departments whose services may be retained for relatively low fees to conduct full scale studies of the system, or specialized studies of particular problems such as school plant needs. These studies usually report in an objective fashion the situation as it is, and suggest alternatives that may apply to the solution of the problems posed. The superintendent and the local board must make the choices in implementing action for changes. Boards, superintendents, and staffs are coming to have greater respect for such studies, since the earlier attitudes of fear and resentment have been replaced by confidence in the integrity and professional standing of those conducting the study.

In recent years a new development has come about which combines the talents of the local staff with consultants from the university. The method of study is finding considerable favor since it joins the talents of those who are at work in the local school system with those of qualified authorities far enough removed from the problems to insure clear views of the situation.

Sometimes when a crisis descends upon a system, it is necessary to get opinion surveys from highly competent authorities. In 1950 the School City of Denver, Colo., employed the services of Research Services, Inc.¹ of Denver, in co-operation with the National Opinion Research Center of the University of Chicago to conduct an investigation on two points.

a) What is the attitude of the people of Denver toward the current progress of the public schools?

b) What are the thoughts of the people of Denver on the curriculum?

This technique brought calm to a troubled situation. The research showed that the people of Denver were generally favorable to their schools but not uncritically so. In this instance the opinions of both the public and the teachers were taken. The ideas of teachers on the program of the schools did not disagree appreciably with that of the public. Teachers said they felt criticism was healthy, but said they couldn't agree with much of the then current unfavorable comment. A strong administrator plus a good board, aided by a friendly press, made the facts known, pointed out what was being done to correct deficiencies, and turned adverse criticism into positive channels.

One other form of survey used less frequently by schools is that of Management Consultants, whose specialty is working with business and industries. White Plains, N. Y., public schools used such a service

in 1951 when making a study of staff salaries in relation to comparable business and professional groups.

4. Good School Boards Redefine Their Goals Continuously After Careful Study, and Keep the Whole Community Aware of the Improved Goals.

Two points need to be emphasized here. First, the business of evaluation must be continuous. As information becomes available which can make changes for the better in the schools, it ought to be used to effect such changes. School people must cease being offended by honest criticism. Examine the facts and if improvements are indicated, make them. If the study finds the facts not true, then the methods of the study and the findings should be made known. However, when acting as both investigator and jury, the educator must be cognizant of his own blind spots and treat the facts fairly.

Secondly, the schools must work diligently to keep their constituents aware of what is taking place. One of the current criticisms which plague boards and staffs

concerns the teaching of reading. Everywhere the critics ask "Why don't you use phonics any more?" The schools used phonics but found improved ways to teach reading, including the improved uses of phonics. But the schools have failed to tell the whole story, and a parent who has surrounded his own schooling with a romance it never really had, and who has a youngster who may not yet be reading well says, "Why don't you use phonics?" The story of changing education must, like "Little Red Ridinghood" and the "Three Bears" be told and retold. Because the superintendent and the board may know the story, is no excuse for not letting everyone in on it. Public education is the business of the public.

To conclude: The school board and the community expect the educational staff to report on what the schools are doing. The board utilizes the staff, and specialists outside the staff, to study the schools and make recommendations for changes and improvements. Finally, the board keeps continuously evaluating and constantly reporting the state of the schools to the community.

A Heavy Load —

Journalism and the School Paper

William Hartman*

"Now, let's see, Miss Whipplewhistle. I've decided to give you a class in journalism and let you sponsor the school newspaper and annual, in addition to your other assignments."

That statement is more fact than fiction and frequently has been the famous last words of a school administrator who unwittingly is sending another teacher into the market to get a new job.

For almost ten years the author has taught in the summer session a college course designed to help teachers learn how to teach high school journalism and sponsor school publications.

During this period scores of teachers, neophytes, and veterans of the classrooms, have enrolled in the course. Before many days of the session elapse the students invariably complain that administrators have little conception about the work of the journalism class and the great responsibilities of sponsoring a school newspaper or annual.

One member of a recent class in bitter anguish declaimed, "My principal thinks that all there is to putting out the school paper is asking the students to write stories and presto they turn into a publication that meets the critical eye of the administration, parents, faculty, school board, and students."

Some of the comments made by the teachers include:

1. The school officials should tell a new teacher there is a possibility she may teach journalism and sponsor school publications.

2. Administrators should realize that just because a teacher is an English major that fact does not necessarily qualify her to teach journalism and sponsor publications. Many English teachers have never had courses in journalism and do not know the first thing about publishing newspapers and annuals.

3. The hiring officials carefully screen applicants for an athletic coaching job but "just anyone" can put out a school newspaper or annual. There are just as many techniques to be mastered in sponsoring a school paper or annual as there are in teaching the split T formation. Mistakes on the athletic field are quickly forgotten but mistakes in printed publications are there for "keeps."

4. Some school officials think the school newspaper belongs to them instead of the youngsters. They want to have a special corner in the paper where they write wordy bits of wisdom that are seldom read. (The teacher who made this comment also wrote, "The copy my principal writes for his column needs much editing, but he is, apparently, afraid that any 'tampering' even to punctuate it correctly would sidetrack a brilliant thought he is nurturing.")

5. Administrators have no conception of the time required in putting out a publication. They storm and fume if the paper or Annual does not come out on time.

6. Principals take a fiendish delight, one teacher claimed, in putting students in the journalism class if the youngsters: (a) are below average and cannot keep up with the normal progress of

¹Denver, Colo., Board of Education, *Denver Looks at Its Schools*, Denver, Colo., 1950.

*Colorado State College of Education, Greeley.

(Continued on page 102)

General Beadle, Educational Pioneer

Rae S. Corliss

Public school administrators of at least seven states may not realize it, but credit for much of the financial solvency of their school systems dates back to the foresight and persistence of an army general in the early 1870's.

It was probably pure chance that brought Brig.-Gen. William Henry Harrison Beadle the assignment of United States surveyor general of the Dakota Territory in 1869. Yet he had no sooner begun his new duties than he became fired with a zeal to protect the school lands of the area for the benefit of future generations.

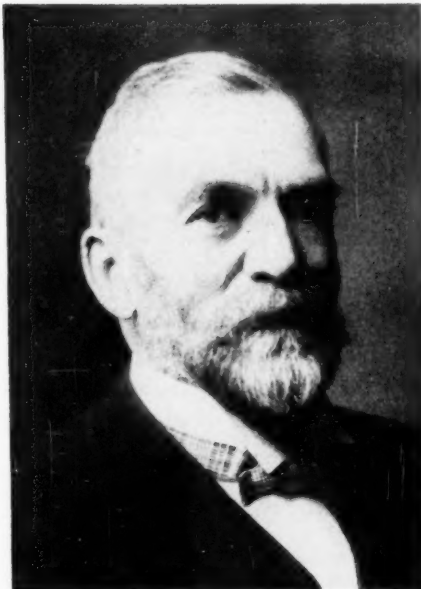
When as the new surveyor-general he rode on horseback with his predecessor up the broad Missouri Valley to the territorial capital of Yankton and noted the vast natural resources on every side, his dream of future educational facilities for the unborn children of the Dakotas began to take shape. Years later, in recalling that ride, he wrote:

"On that journey the school lands were mentioned and I then opined to my companion my theory that these were the great trust of the future commonwealth and should be absolutely secured from waste and cheap sales."

For seven years General Beadle rode up and down the wilderness in his duties as surveyor-general, and then was named secretary of the commission to codify the laws of the Territory. Still later he served as private secretary to Territorial Gov. William A. Howard, who in 1879 appointed him superintendent of public instruction — a position he held six years.

On every occasion during the years preceding the admittance of the Dakotas to statehood, Beadle talked about the protection of school lands and insisted that no school lands should be sold for less than their appraised value and never less than \$10 per acre. Congress had set aside the 16th and 36th sections of every township for the benefit of the public school fund and as a result of the general's influence, legislative acts fixed their minimum sale price at \$10 per acre before North and South Dakota were admitted to the Union November 2, 1881.

Subsequently, five other states copied the Beadle provision for their state constitutions before admittance to statehood. They were Idaho, Montana, Oklahoma, Washington, and Wyoming. Down through the years the public schools, state universities and colleges, and the agricultural schools of these seven states



General W. H. H. Beadle, the "Father of South Dakota School Systems," served as Territorial Superintendent of Public Instruction from 1879-85, was largely responsible for creating the South Dakota Education Association in 1884, and was president of the General Beadle Teachers College at Madison, S. Dak.

have benefited with millions of dollars secured from the sale of the school lands.

Undreamed were the modern educational structures when as a boy young Beadle obtained his early schooling in a little one-room log schoolhouse at Howard (Park County), Ind. He had been born there in a log cabin, January 1, 1838, son of pioneer parents, James Ward and Elizabeth (Bright) Beadle.

Always eager for education himself, Beadle went to the University of Michigan for higher learning and there received his bachelor of art's degree in June of 1861. Only a month earlier the Confederates had fired on Fort Sumter to set off the Civil War, so by September 5 Beadle was a first lieutenant in the 31st Indiana infantry. On November 9 of the same year he was promoted to a captaincy and for several years engaged in considerable action.

Two years later, January 1, 1863, on his twenty-fifth birthday, Beadle was transferred to the First Michigan Sharpshooters unit with the rank of lieutenant colonel. It was more than the military and a desire for advanced education at the University which brought him back to Michigan. He had left his college sweetheart, Ellen S. Chapman of Albion, Mich., behind when he went off to war. So May 18, 1863 they were married and he returned to the Ann Arbor campus where he was awarded a Master's degree, June 15, 1864. Subsequently, the University of Michigan conferred two other degrees upon him — Bachelor of Law in 1867 and Doctor of Law in 1902.

Though Beadle was now through with active military duty, he remained in the reserve army and was commissioned a brevet brigadier general, March 13, 1865 "for gallant and meritorious services during the war." A year later he was mustered out of service and returned to his home state to practice law at Evansville, Ind. In 1867 he set up a law office in Boscobel, Wis., where he remained until appointed federal surveyor-general of the Dakotas two years later.

From 1889 until 1905 General Beadle was president of South Dakota State Normal College, and was there honored as professor emeritus of history until his death in 1915. He organized the South Dakota State Educational Association, serving as its first president. Later, in 1909 he was again elected to that office.

It is ironic that this man, regarded as the the father of the educational systems of North and South Dakotas and with statues erected to his memory in Bismarck, N. Dak., Pierre, S. Dak., and Washington, D. C., should be buried in Riverside Cemetery at Albion, Mich., a community where he never resided and whose residents are not even aware of his grave.

Mrs. Beadle had died July 21, 1897 and was buried in the Bidwell family lot at Albion. The Bidwells, after whom an Albion street is named, were early pioneers and Mrs. Beadle's sister, Purleyette Chapman, had married W. H. Bidwell. Thus it came about that after General Beadle died while visiting his daughter, Mrs. Mae B. Frink, in San Francisco in 1915, his body was buried beside that of his wife.

The daughter, widow of a college professor, is now 86 years old and resides at Palo Alto, Calif.

Word From Washington

Toward SAFER Driving

Elaine Exton

The precarious Korean armistice has checked casualties among the nation's fighting men, but on America's highways there has been no truce in the unnecessary killings and maimings in traffic accidents.

During the 37 months of the Korean war, figures from the Association of Casualty and Surety Companies show motor-vehicle accidents at home claimed three times as many American lives as were lost in combat overseas. Since the first fatal auto crash occurred in New York City in September, 1899, more than 1,076,000 motorists and pedestrians have died in the United States from traffic injuries—nearly 80,000 more Americans than were killed in all the wars in U. S. history since "the shot heard round the world" was fired at the Battle of Lexington 178 years ago.

A Look at the Facts

In the sixtieth year of the Motor Age (1953), when the country's population exceeded 160,000,000, the U. S. Bureau of Public Roads reports a total of 54,709,000 motor vehicles registered (45,035,000 passenger cars and 9,674,000 trucks and buses). The previous year witnessed over 510 billion vehicle miles of travel on our streets and highways. At that time there were 3,343,000 miles of streets and highways open to vehicular travel in the United States—an expanse of 2,993,000 miles of rural roads and 350,000 miles of city streets—where at any hour of the day or night an automobile accident could happen!

Actually in 1952, according to the National Safety Council, traffic tragedies in America snuffed out more lives than any other type of accident among persons below the age of 65. The human toll was 38,000 persons killed and an additional 1,350,000 injured. The resulting financial cost reached a staggering \$3,750,000,000 total paid in wage loss (\$1,200,000,000), medical expense (\$1,000,000), insurance (\$950,000,000), and property damage (\$1,500,000,000).

What lies behind these shocking accident facts? How best arrest the mounting traffic toll? Many safety experts consider that most hazards on the streets and highways result from human factors; believe that the place to start cutting down motoring mishaps is with the driver himself, and that teaching young people in high school the attitudes and manual skills that will make them safe drivers is a fundamental approach to achieving safer motor travel.

This view was expressed by Dr. Herbert J. Stack, director of New York University's Center for Safety Education, during the CBS broadcast last December 23, commemorating the second anniversary of the nation's 1,000-

000th traffic death. He said: "Upwards to 80 per cent of all traffic accidents are due to the faults of the driver or the pedestrian. In other words, the mechanical defects of the car and the condition of the highways themselves only amount to at the most 20 per cent."

Among the causative elements he mentioned were exceeding the speed limit, driving on the wrong side of the road, attempting to pass under improper conditions, not knowing what to do in emergency situations. Driving after drinking, ignoring signs and signal lights at crossings, failing to have a car defect repaired, neglecting to learn regulations, and driving when overtired or without heed to weather conditions were human failings cited by other program participants as frequent preludes to disaster.

On the basis of surveys disclosing that high school driver education courses reduce accidents by young drivers around 50 per cent as compared with the record for untrained drivers of approximately the same age and experience, Earl Allgaier, research engineer of the American Automobile Association, computes that for every dollar invested in this program locally nearly \$2.75 is returned to the community in the form of savings on acci-

dents prevented. He reckons that some 1400 deaths have been averted, 50,000 personal injuries avoided, and a total of \$144,900,000 saved by the 1,570,000 high school students who have received this training since 1936.

National Driver Education Conference

Convinced that driver education is a basic ingredient of an "action program" to decrease traffic deaths and injuries, the National Council of Chief State School Officers and nine National Education Association services and departments sponsored a three-day conference at Michigan State College November 15-18, 1953, to discuss instruction in safe driving in the nation's schools and colleges.

More than 230 leaders of education and most national organizations concerned with safety education were present at the meeting. Representatives of motor clubs, insurance companies, and automobile manufacturers, school board members, administrators, officials of state departments of education, classroom teachers, and college professors participated, affording through co-operation, as one Conference spokesman put it, "the opportunity to push ahead our vision, planning, and



A driver-education class receives help from a highway patrolman in the study of highway behavior.



Learning what makes a car go helps especially girls to drive better.

procedures with respect to driver education."

Revising the policies adopted by the first meeting on high school driver education held in 1949 was a prime Conference goal. Other objectives were developing guides for instructional programs in safe driving for adults, out-of-school youth, and college students, and probing pertinent problems of teacher preparation and research.

Most of the delegates' time was spent in 16 work groups composed of a cross section of the conclave's membership, each considering one of the six following topics: (1) *Teacher Certification and Program Standards*; (2) *Research in Driver Education*; (3) *Preparation of Driver Education Teachers*; (4) *Driver Education for Adults and Out-of-School Youth*; (5) *Driver Education for College Students*; (6) *Driver Education for Secondary School Students*.

All recommendations of the groups were aired at general sessions of the Conference. The proceedings, as finally approved, will be available at a nominal cost about April 1, from the National Commission on Safety Education, 1201—16th Street, N.W., Washington 6, D. C.

Presiding over the gathering was M. R. Trabue, dean of Pennsylvania State University's School of Education. He declared that since 1945—when there were less than 500 programs of driving instruction in the nation—the rate of growth in this subject "has been two-and-a-half times greater than that of any other program introduced in the public schools during the last half century," attributing this acceleration largely to "the steadily increasing number of automobiles and the attempts of many organizations and agencies to reduce traffic accidents."

This point was elaborated by Pyke Johnson, consultant to the Automotive Safety Foundation, in his keynote address. Noting that "since World War II records of all kinds in (motor vehicle) production, registration, and miles of vehicle use have been shattered," he urged that we face "the indisputable fact that skill in vehicle use, and the provision of needed facilities, have not yet matched the skill of the production engineer [with] the result, annually, of staggering losses in death, casualty, and property, tapering off into unconscionable sums for insurance, parking, re-

pairs, loss of time, and all the other wasteful charges which grow out of inefficiency."

Affirming that "much safety can be engineered into the modern highway facilities which are critically needed to provide capacity for movement" and that "continuous and impartial enforcement of uniform traffic laws and regulations (including driver licensing) is likewise essential," he said "driver education stands out among the major elements of the 'Action Program' for highway safety as an activity particularly rich in promise," adding, "we cannot expect to obtain maximum safety and efficiency in our highway communications until the vast majority of our people acquire the attitudes and the skills essential to safe vehicle use."

Present School Practices

The current status of driver education in the high schools was described by Frank W. Hubbard, the National Education Association's Director of Research, who presented preliminary findings of two studies, one based on replies received from 9870 of the 24,000 public high schools in America, the other a special inquiry directed to chief state school officers in continental United States and outlying areas. On the basis of the returns available for the school year 1952-53, Dr. Hubbard estimated that:

1. Of the nation's 24,000 public high schools, more than 4 in 10 offer "some kind" of instruction in driver education.
2. Of the more than 10,000 high schools offering "driver education," more than 7 in 10 offer both classroom instruction and practice driving.
3. Of the 6,200,000 students in Grades 9 through 12, about 14 in 100 are receiving some kind of instruction in the problems of the driver.
4. Of the approximately 800,000 pupils enrolled in some kind of driver education course, possibly 47 in 100 are enrolled in a comprehensive program which approximates the recommended national standards. (Since this statement is made without considering the preparation of the teachers and the amount of equipment and materials available, it may be that an even smaller proportion of the students is receiving adequate preparation for driving.)

In his statistical review, Dr. Hubbard voiced the opinion that probably not more than 1 in 4 of the public high school courses in driver education "can be considered adequate from the standpoint of recommended standards."

commenting that "if there are just 2400 of these programs meeting the minimum time standards, then we have a long way to go to serve adequately the millions of future drivers."

Administrative Action

Recommendations concerning administrative practices ranged from offering in-service training programs for teachers in driver education to co-operating in efforts aimed at upgrading and standardizing driver licensing laws.

State superintendents of education and their departments were urged to assume such responsibilities as these:

1. Designating a well-qualified person to be responsible for an over-all safety education program, including driver education
2. Encouraging the development of a comprehensive program of traffic safety education for all pupils, as a part of the total educational program (Grades 1 through 12)
3. Furnishing more extensive advisory and consultative services in driver education
4. Developing and distributing courses of study, handbooks, and other materials related to driver education
5. Assisting local schools in evaluating the effectiveness of available safety education teaching aids
6. Establishing standards for and certifying teachers of driver education in a manner comparable to that applied to other subjects
7. Offering guidance and leadership in the conduct of in-service teacher training programs in driver education.

State and local advisory committees won praise as "effective avenues to implementing driver education." The assembled delegates agreed that at the local level these policies are important:

1. The school's first obligation in driver education is to provide instruction for regularly enrolled students consisting of both classroom work and practice driving. Preparation for commercial driving can be provided in so far as facilities permit.
2. The local school system should furnish instructional supervision.
3. Whenever possible the same teacher should work with a given group in both the classroom instruction and practice driving phases of the program.
4. Because of the extreme concentration required, teachers engaged in car instruction should not spend more than half of their daily assignment on behind-the-wheel activities.
5. Student assistants drawn from such sources as Future Teachers of America groups and trainees in college teacher education programs can help materially in furnishing instruction for pupils.
6. Driving instruction for adults and out-of-school youth should be conducted along the same lines that prevail for high school students. No limitations should be set as to the time of day or year in which this training is made available except that it should not conflict with the regular school program or violate existing laws.
7. Schools should make the best possible use of all suitable community resources, for example, local traffic advisory boards or committees.
8. Provisions should be sought in state motor vehicle laws to permit students in approved driver education courses to receive practice driving before they reach licensable age, as the laws of a dozen states now provide.

"The first National Conference on High School Driver Education recommended that the minimum total time for a complete program in driver education should be from 45 to 60 hours, including at least 30 hours of classroom instruction and 6 hours of practice driving. See *High School Driver Education: Policies and Recommendations*, published by the National Commission on Safety Education, 1201—16th Street, N.W., Washington 6, D. C. Single copy, 50 cents."

Curriculum Aspects

The Conference recognized that teaching students to drive is important for preparing young Americans to live effectively, safely, and with enjoyment in today's world—which is usually considered a major goal of secondary education. Competency in driving was, moreover, deemed essential in many and varied vocations. Although the delegates firmly believed that driver education should be made available to every student, there was general agreement that it would be *undesirable* to seek legislation requiring schools to provide this instruction.

The inclusion of driver education as an integral part of the high school program at a grade level *below—but nearest to*—legal driving age was recommended. It was thought best to offer this subject as a separate, full semester course, with credit, on the same basis as other academic work and with requirements and curricula identical for boys and girls.

In general the meeting favored the units outlined on pages 20 to 22 of *High-School Driver Education* but suggested that a reorganized content might prove more effective. This booklet calls study of these seven subject areas essential:

1. The Motor Vehicle in Modern Life
2. The Driver: Physical Requirements, Attitudes, and Social Responsibilities
3. Fundamentals of Legal Structure and Codes Related to Motor Vehicle Use
4. Characteristics of Streets and Highways as Related to Efficient Driving
5. Fundamentals of Automotive Mechanics, Including Preventive Maintenance
6. Fundamentals of Automotive Consumer Education
7. Skills of Driving.

Among the possibilities cited for enriching classroom instruction were taking entire classes on field trips to traffic court; visiting offices of agencies concerned with highway safety; inviting local police and highway patrol officers, insurance representatives, or other appropriate persons in for talks; studying local streets and highways with high-accident locations; using films and other demonstration aids; class discussions; and student projects. It was felt that the inculcation of proper driving attitudes should be of prime importance throughout the total learning experience in both classroom and practice driving instruction.

Instructional Aids

The recent study of NEA's Research Division on the current status of driver education in the nation's public schools found that of the 4659 schools reporting some type of driver education program:

1. Nearly all these schools have 16mm. motion picture equipment, but only 3 in 4 use it regularly in driver education.
2. Almost 66 per cent have 35mm. equipment, but only 31 per cent use it regularly.
3. Fifty-three per cent have psychophysical testing devices, but only 39 per cent use them regularly.
4. Eight per cent have "dummy" or laboratory practice cars, but only 6 per cent use them regularly in instruction.
5. Eighty-two per cent have cars for practice driving instruction and 72 per cent use them regularly.

With respect to instructional materials, the survey showed that:



A dual-control car helps teach the gear shift.

1. Eight in 10 of the reporting schools obtain curriculum and instructional materials from two sources: State motor vehicle departments and automobile clubs.²
2. About 7 in 10 get materials from state departments of education, insurance companies,² and automobile manufacturers or dealers.
3. About 6 in 10 get materials from the state police or department of public safety, safety councils, and state highway departments.
4. One third of the schools reported that their curriculum materials had been developed locally.

In the view of Frank W. Hubbard, NEA's Director of Research, schools are too dependent now upon nonschool sources for instruc-

²Two of the most widely used texts in driver education are *Sportsmanlike Driving* (published by the American Automobile Association, 1712 G Street, N.W., Washington 6, D. C.), and *Man and the Motor Car* (prepared by the Association of Casualty and Surety Companies and published by Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, N. Y.).



Student using a "traffic board" as an aid in studying crossing hazards.

tional aids in driver education. He believes that educators need the experience of thinking through their own programs and testing the results and that much of the material on this subject now in use should be treated as supplementary information.

The Conference registered approval of such instructional devices as the following: skill and psychophysical tests to aid in meeting individual differences of pupils; use of a simplified automobile dynamometer to teach in a stationary car the basic manipulative skills involved in driving; utilization of "mock-up" cars and similar artificial training aids, but only as supplements to basic behind-the-wheel experience; provision of specially equipped automobiles for teaching handicapped students who seem to have a reasonable chance of obtaining driver licenses. Wherever a choice must be made, it was the consensus that a manual shift vehicle, if commonly operated, is preferable for training purposes to an automatic shift car which can be used for supplemental instruction.

outside agencies in initiating the activity. It

Comments on Costs

Conference participants concurred that driver education should be supported from the regular school budget. School officials were urged, however, to welcome assistance from was recommended that state funds should be used to help meet the cost of the total driver education program.

Although favoring school purchase of automobiles for practice driving, the conferees recognized that under prevailing conditions most schools will obtain these vehicles on a lease, loan, or rental basis. When the loan or lease of a driver education car is to be handled locally, it was thought sound policy to invite all local dealers to discuss the matter and work out co-operatively the order in which the cars would be loaned, regulations governing their use, etc.

According to the NEA survey previously mentioned, only 8.7 per cent of the nearly 4000 cars reported are owned by boards of education; 91.3 per cent are rented or borrowed. "Obviously," comments NEA's Frank Hubbard, "(the majority of) schools have been spared the cost of purchasing cars and the public owes much to the automobile industry, car dealers, motor clubs, and others who co-operate in lending or renting the vehicles necessary for driving practice."

The study further found that the average upkeep expense per car is about \$350 annually (including insurance, gasoline, oil, and servicing, repairs, and parts replacements). When all the expenditures are counted, including the salary of teachers, the average cost per student per year comes to about \$30 in schools offering comprehensive programs, and to about half as much in schools providing classroom instruction only.

As Dr. Hubbard makes clear, "the cost of offering driver education is not the only or the best basis upon which to decide whether it should be taught in our schools. A school program," he points out, "should be built around the needs of children and youth and the expectations of the society which pays for the schools. If the present total cost of all the driver education (in the nation)—perhaps a total of \$25,000,000—saves the life of only one child, then I say," he concludes: "It's worth it!" for it may be *my* child."

Quasi-Judicial Decisions By Educational Officials

Stephen F. Roach, Ph.D.*

In fulfilling their responsibilities for the direction, management, and operation of public education in their community, school board members are called on to formulate a variety of policies and plans, to oversee and inspect a host of educational operations, and to participate in the making of numerous decisions affecting local educational activities.

Certainly among the more important aspects of this "decision-making" responsibility are those occasions when the board is called on to exercise its quasi-judicial (as distinguished from its discretionary) authority—for example, when it is empowered to conduct a judicial-type hearing and is expected to render judgment accordingly.

An interesting illustration of this type of decision by a local board occurred recently in Vermont. In turn, this local board decision was adjudicated by the State Commissioner of Education and finally (on October 6, 1953) by the Supreme Court of that state.

Facts of the Case

In this case¹ it was shown that in June, 1952, a 16-year-old boy, who had previously been living with his father in Montpelier, went to reside with his uncle (Lewis) in Northfield. At the beginning of the fall term, the boy entered the high school in that community.

The Northfield superintendent of schools then notified Lewis that, since he did not have *legal control* of the minor, the local board of education would not be responsible for his tuition.

Subsequently, Lewis and the boy's father signed a written statement whereby the parent relinquished all control, and agreed that henceforth Lewis was to have the "care, custody, and control" of the minor. This instrument of agreement was presented to the Northfield school board. It was the board's decision that the instrument was not acceptable as a basis for waiving the tuition on the nephew.

Lewis then requested the State Commissioner of Education to determine the residence of the minor.

After a hearing, the Commissioner held

that, for school purposes, the boy's residence was "where his father resides"—viz., in Montpelier. In effect, this decision upheld the earlier decision of the local board. Thereupon, Lewis appealed to the State Supreme Court.

One other fact must be noted: No express provision existed in the Vermont statutes for taking an appeal from a decision of the Commissioner concerning a residence-of-pupil controversy. In actuality the pertinent statute provided: "... the residence of a pupil is where the person having legal control of him resides, and the local board of school directors shall determine such residence; but any interested person . . . dissatisfied with their decision . . . may appeal to the commissioner of education, who shall determine such residence and his decision shall be final."

The Issues

The issues in this case, as stipulated by the court, were two in number:

1. "Whether the act of the commissioner [in determining the place of residence] is reviewable by this court . . ."

2. "Whether the agreement of the father placed the legal control of the minor in the petitioner [Lewis] within the meaning of [the pertinent] statute."

While it will be noted that the second of these issues is the essence of this controversy, *in particular*, the first issue is of considerable *general* significance. This is so because it is concerned with a matter of perennial importance in educational litigation; that of appeal procedures.

Findings of the Court

With reference to the first issue, the court opinion was concise and direct. After declining to accept the contention that the commissioner's decision involved the exercise of "judgment and discretion"—and hence was not reviewable—the court continued: "The determination the commissioner was called on to make involved substantial questions of law affecting the merits of the case; namely, the legal sufficiency of the parent's agreement . . . and [the] interpretation of the words 'legal control' as used in the statute. . . ." "In passing upon the appeal," the opinion went on, "the com-

missioner acted in a judicial or quasi-judicial capacity. Therefore his act is reviewable here."

With regard to the second issue the court's reasoning was more detailed.

To the contention—as related to this second issue—that the Northfield school board decision (re the instrument of agreement) was invalid, because the word "legal"—as used in the pertinent statute—was indefinite, and required judicial interpretation, the court declined to agree. It will be recalled that the decision by the local board had held that the agreement did not place "legal control" of the boy in Lewis' hands.

The court reasoned as follows: "In the interpretation of statutes the fundamental rule is to ascertain and give effect to the intention of the Legislature. . . . The ordinary meaning of the language must be presumed to be intended, unless it would manifestly defeat the object of the statutory provision."

Which was tantamount to saying that where the meaning of a statute is plain, there is no necessity for judicial interpretation or construction. In such instances, the opinion went on, the duty of the court was to enforce the statute in question according to its obvious terms.

Applying this reasoning to the present case the court held: "We think the plain meaning of . . . ['legal control'] . . . as used in the statute in question here is *lawful control*, that is, control according to law." Using that definition, the opinion concluded that Lewis did not have such control; that his residence was the boy's residence, for school purposes, since Lewis "was neither parent, foster parent nor guardian, and the minor was not apprenticed to him."

To the contention, also related to the second issue, that the validity of the written instrument should be tested in terms of whether it was favorable or unfavorable to the interests of the minor, the court commented: "It is unnecessary for us to decide whether the written instrument is valid . . . or what test should be applied . . . [since in this instance] public interests and rights are involved and when these conflict with those of an individual, the latter must yield."

Nor could the court agree with the final contention that whether a person

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¹Lewis v. Holden, Commissioner of Education et al., cited as 99 A.2d 758 in the National Reporter System.

had legal control of a child, for school purposes, should depend upon whether the change in residence by the minor was permanent—i.e., not for educational purposes only; and whether, after the change in residence, the child was under the complete care, control, and custody of the person with whom the minor had taken residence. To this contention, the court replied: "The Legislature in the statute has prescribed otherwise; not that legal control shall depend on the residence of the minor but that the residence of the minor, for school purposes, shall depend on the residence of the person having legal control of the pupil."

Then turning its attention to the actual instrument of transfer, the court noted that the agreement had not been made until *after* the board's notice to Lewis. Since it was not contested that the instrument had been made to meet the refusal of the school board to allow the minor to attend school tuition free, the agreement was not binding upon the Northfield school board—or the Commissioner—in determining the boy's residence. In actuality, the opinion went on, the agreement "was void as being against public policy because it was injurious to the interests of the public and contravened an established interest of society."

This was so, of course, because the effect of the instrument of agreement was to change the legal control of the child merely for the purpose of permitting his attendance in the Northfield school.

The opinion then concluded: "The long-established and declared policy of our State is to grant free tuition to pupils attending our public schools, but to enjoy this privilege the pupil must attend school in the district where the person having legal control of the pupil resides. Determination of such residence has been conferred, not upon the child's parent, but upon the local school board and . . . the commissioner of education. . . . Otherwise, any parent or guardian could turn over control of a child, for whatever reason, to whomsoever he saw fit, and pupils could attend any public school in the state that their parent or guardian desired or preferred. Such a situation could disrupt our entire school system. The consequence would be absurd."

Therewith the court upheld the decisions of the Northfield school board and the State Commissioner.

Significance of the Case

The opinion in this case is significant because of both its *particular* and *general* implications.

Thus it would appear that the court had formulated the following specific principles relative to school board operations in instances of this type:

1. The residence of a minor, for school purposes, is dependent on the place of residence of the person having control over him.
2. "Legal control" of a minor, for school purposes, is the lawful control exercised by a parent, foster parent, guardian, or person to whom the minor might be apprenticed.

Of perhaps even more significance to school board operations *in general* are the following general principles.

1. Where public interests and rights are in conflict with those of an individual, the latter must yield.
2. Where the meaning of a statute is plain (in terms of the ordinary meaning of the language it uses), the courts will not attempt to explain or interpret it.
3. Courts will be slow to interfere when a decision made by a local school board (or other educational agency) results from the exercise of the considered judgment and discretionary authority of the agency concerned.
4. Courts will not hesitate to review the decision of an educational agency when that agency takes such action in its judicial (or quasi-judicial) capacity.

A brief consideration of the foregoing discussion will illustrate anew that a complete and authoritative picture of the legal aspects of school board operations is *not to be found*—as is frequently mistakenly believed—in the *statute law alone*. Of equal—or perhaps greater—importance are the findings in the *common law*, as exemplified in court decisions and judicial precedent.

For while public education may obtain its structure from constitutional and statutory enactments, it gets its operational pattern (in large measure) from the judicial principles formulated in court decisions.

Alert administrators and board members should be on constant watch for the expressions of these guiding principles as they appear in pertinent judicial opinions.



The Paxton, Ill., Board of Education has faced serious problems since the Paxton Community Unit School District No. 2 was organized July 1, 1949. The district embraces the city of Paxton and about 150 square miles of rural territory with an assessed valuation in excess of \$22.6 million; a high school enrollment of 260, and an elementary enrollment of 740.

To aid in solving its overflowing enrollment problem the board formed a citizens' council which recommended a long range building program and urged favorable vote on a \$490,000 bond issue for a 16-room elementary school. The vote in October, 1953, was carried by a fine majority and the board is proceeding with the construction.

Members of the board are, left to right, seated: Bernard Rolle; John Hutstedt, secretary; John McCabe, president; Angus Taylor. Standing, left to right: Donald Carlson; Kenneth Stanford; Charles C. Newman, superintendent of schools; Art Stevenson.

The Fargo School Board in Action

Warner Litten*

Four years ago, the citizens of Fargo elected me to membership on the city board of education. Up to that time, I had had only a general idea of the work done by the board. From my previous viewpoint as an outsider, I had often wondered just what a school board did, how hard it labored, why some decisions were reached so slowly, and why some accomplishments required so much time.

Since then, I have learned many of the answers to these questions. I have learned, through actual work as a member of the board, that solutions to many problems come slowly, because they must be worked out in terms of the general framework of state law. Other matters evolve slowly, because in their solution, the school board must consider the respective interests of many groups of people. The board serves not only the citizens at large, those who by their taxes support the schools. The board also serves the teachers, the custodial force, the various organized groups in our city, and, above all, the children who daily fill our classrooms. It is not always easy to formulate a course of action in such a way that the interests of all of these will be considered and respected. One soon discovers, after a few months of school board service, that the schools constitute a very complicated challenge to one's best and most careful thinking.

The board of education of the city of Fargo was established by the Territorial Legislature in 1885, three years before North Dakota became a state. With very few changes, the laws then passed have come down to us today, as a part of the North Dakota Revised Code of 1943. Our senators and representatives in 1885 were men of foresight. They ordained that there should be nine members on the board, elected at large from the entire city, with terms so staggered that there would be only three replacements or re-elections each year. The board was also given broad local powers within the framework of our constitution and our state laws.

A Wise Setup

It is interesting at this point to note that a recent treatise on school board organization makes these same recommendations, namely, a board of seven or nine members elected at large, with staggered terms and with broad discretion in local problems. Local control makes the American school system different

from that of every other country. Local boards, with little restraint, can say what shall be taught; how, when, and where it shall be taught; and who shall teach it. There is no national blueprint for the classrooms of America. Decentralized schools are part of the American tradition.

The members of our board are elected at large, not from wards or precincts. This provision of the law is designed to promote broad interest in the school needs of the entire city. Otherwise, each board member would come to meetings as the representative of the small area where he lived. It is depressing to contemplate the narrow, sectional outlook each member would have and the logrolling and secret trading of votes that would inevitably follow. The provision for staggered terms of service guarantees stability and continuity to the work of the board, with no wholesale removals of entire memberships through pressure from radical groups. Our legislators in 1885 exhibited rare and unusual foresight.

All regular or special meetings of the school board are open to the public, and a representative of the local press is always invited to be present. The citizen who wants to see the school board in action needs only to take the time to come to board meetings. However, if he comes only to one meeting, he will experience a feeling of disappointment or frustration. For example, in a single session of two or three hours, he may see the board adopt an annual budget of one and a half million dollars, or accept bids and award construction contracts totaling \$300,000; or employ eight new teachers, or place insurance on buildings that will entail \$15,000 in premiums; or designate a new elementary principal, and/or adopt a scale of salaries for engineers and custodians. The casual visitor is staggered by the immense volume of important business that is dispatched in a few hours, with a minimum

of discussion and very few differences of opinion. It is very easy for him to acquire the opinion that the board does not think through its problems, or that some personality dominates the thinking of the board, and uses the board as a rubber stamp for his own purposes.

How the Board Operates

The instance has been known of a new member, attending his first meeting, who leaves at the close of the meeting with a similar feeling of frustration and disgust. To really understand what is happening, the visitor needs to attend a number of meetings in succession; and the new member needs to forget his first feelings of uncertainty, and endeavor, as rapidly as possible, to learn how the board really operates.

How, then, does the board organize itself for efficiency and dispatch in the handling of the many important phases of school administration? As a first step, the board forms itself into eight standing committees of three members each. The president of the board and the superintendent of schools are ex-officio members of all committees. Thus, each board member becomes the chairman of one committee and a member of two others. The president and the superintendent constitute the co-ordinating links among all committees. A new member usually finds that his committee assignments are such that he works along with two other members, older in experience.

Now, let us see how this works out. It is June, and the adoption of the annual budget is only one month away. For several months, the superintendent, with the assistance of his associate executives and his office staff, has been tabulating the many items of expense which must be taken into account, if the educational program of the schools is to be adequately financed. Proper consideration must be given to such matters as the salary allotments for teachers, supervisors, principals, engineers, and custodians; the total tonnage of coal and the resulting cost; the expense of the repairs necessary to prevent roof leakage, steam losses, and breakdowns of steam engines, pumps, and motors; the cost of renewing insurance that will expire during the year; the outlay necessary to replace worn items of equipment, such as typewriters, science apparatus, furniture, motors, and boiler room necessities; the cost of real estate that should be purchased in advance of actual need for new buildings, and so on.



*A radio address of the President of the Board of Education, Fargo, N. Dak.

Important Preliminary Work

When this mass of data has been reduced to understandable classified totals, and when estimates of the next year's expenditures, assessed valuations, and tax rates have been reached, the Finance Committee goes into action. The figures are analyzed, and compared with those of former years. Omissions may be discovered and remedied, or excessive allocations may be reduced. The superintendent is required to justify every total, even if, in the process the Finance Committee must hold several meetings. Perhaps members of other committees are asked to share in the deliberations of the Finance Committee. Finally, a tentative budget evolves from the discussions, which is duplicated and sent out to all board members, in advance of the regular meeting. A copy is also furnished to the local press. Considering the hours of work that have been devoted to the formation of the budget, it is no longer a mystery that the board, in regular meeting, can act officially within a few minutes and go on to other business.

Another example of the school board in action will serve to show the amount of hard, concentrated work that usually precedes a final board action which involves only a few minutes of time, and a few lines of type in the minutes of the meeting. Let us consider a meeting at which contracts totaling \$300,000 are awarded to cover the cost of construction of a new elementary building. The meeting is called to order, 10 or 15 sealed bids are opened and read, and within minutes the board officially designates the contracting firms that are to perform the work. On the surface, it looks hasty and superficial. Actually the official action of the board is only the final step in a complex series of preliminary steps.

A Building Problem Solved

For many months, the board's Building Committee has been at work. At regular meetings, they have reported to the entire board, keeping all in touch with their activities. Between meetings, with the help of the architect and the professional school staff, they have been ironing out such matters as the size of the building, its style, its classroom capacity and arrangement, and its location on the site. Many disputed points have engaged their attention. Shall the windows be glass blocks or transparent panes? Shall the window sash be wood or steel? Shall the boilers be heated by coal or oil? Shall the floors be tile or of wood? Shall the interior walls be plastered, or shall the newer block construction be utilized? These and many other controversial matters are resolved, before the architect can develop his plans and prepare specifications on which a contractor can submit a bid. Teachers, principals, architect, supervisors, and board members all have had a part in this process of developing a functional school plan, and months have been consumed; but the final step, the awarding of contracts, becomes

formal in only a few minutes. What appears hasty and superficial to the casual onlooker is actually complicated and the outcome of hours of work behind the scenes.

Through service on standing committees, each board member soon becomes acquainted with the work of the entire board. Committee assignments are rotated periodically, thus insuring that each individual, in the shortest time possible, becomes informed on all aspects of the tasks he is called upon to perform.

At each meeting of the board, each member is furnished with a typed order of business. This is prepared by the superintendent, who, as executive officer of the board and as an ex-officio member of all committees, is aware of all business that should come up for attention. The board does not always accept immediately the report of a committee or act promptly on its recommendations. Occasionally a matter is referred back to a committee for further study, before the board takes official action. Thus, differences of opinion can and are eliminated, and final action is more likely to be wholehearted and unanimous.

Agenda and Parliamentary Action

Through the years, the typed order of business distributed in advance has been regarded as a guide, and not as a limit, for business to be considered. While an effort is made to list in everything that should come before a meeting, nevertheless, unexpected matters bob up occasionally. A board member may receive a telephone call at supper time, relative to something that should be brought before the board that evening. Such items are never brushed aside merely because they have not been listed on the agenda. Action may not be taken that evening because of incomplete knowledge of the facts; but at least it will be referred to the superintendent or to some committee for further attention.

One further characteristic or peculiarity of

the Fargo board of education in action is found in the manner in which parliamentary procedures are followed. A search of the minutes of meetings held during the past 20 years will reveal nothing more complicated than a main motion, properly seconded, and voted upon. Never in all those years has a motion been amended before being passed. Neither is there any trace of substitute motions or motions to reconsider with a clincher motion attached. This might give the impression that differences of opinion never arise.

The explanation is simple. The discussion always precedes the motion. After a period of free expression of opinions, the motion is phrased and rephrased so that all will understand it and support it. This is infinitely better than beginning with a motion before the discussion, and then patching it up with amendments and substitutions as each board member contributes his ideas to the discussion.

My four years on the Fargo board of education have convinced me that there is no other form of public service that presents such a challenge. No other community service in which I have had a part is so informative. Nothing I have yet done has demanded so much thought and required so much courage. It is no small and trifling matter to share in the legal and moral responsibility for the conduct and welfare of our children, our teachers, and the many other school workers. To participate in the formulation and adoption of an annual budget of nearly two million dollars, all of which comes from the money we pay as taxes, is a serious matter, fraught with worry and apprehension. To be charged with even a part of the responsibility for the safety of cash and investments which may, at certain times of the year, total nearly one million dollars, is something that gives rise to the most sober thinking. I regard my election as school board member as one of the greatest honors ever to come my way. My gratitude goes out to the community that considered me worthy.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Month
School Building Construction ¹	Nov., 1953	\$140,283,000	\$152,889,000
School Building Construction ²	Dec., 1953	28,281,092	16,745,138
Total School Bond Sales ³	Nov., 1953	125,110,000	133,703,850
Average Interest, Selected Municipal Bonds ⁴	Nov., 1953	2.60%	2.69%
Construction Cost Index ⁵	Dec., 1953	585	585
Wholesale Price Index ⁶	Dec., 15	110.1	109.8
Number of Public Secondary Day Schools ⁷	1952	23,746	
Number of Secondary Classroom Teachers ⁸	1951-52	332,106	
Number of Pupils Enrolled in High Schools ⁹	1951-52	7,693,140	
Number of Graduates of High Schools ¹⁰	1951-52	1,045,633	Per cent of Population
Total School Enrollment, 5 to 34 years ¹¹	Oct., 1953	32,796,000	46.4
Total School Enrollment, 5 to 34 years ¹²	Oct., 1952	31,082,000	44.8

*Compiled January 4, 1954.

¹Dodge figures for 37 states east of Rocky Mts.

²Eleven states west of Rocky Mts.

³Bond Buyer.

⁴American Appraisal Co., Milwaukee.

⁵U. S. Dept. of Labor.

⁶U. S. Dept. of Health, Educ., and Welfare.

⁷U. S. Dept. of Commerce, Census Bureau.



In Spite of the Town's Business —

The Community Said *NO!*

Douglas Dunham*



Education is this town's business. Yet in a recent election this community failed to pass a bond issue and an increased millage for a new school. What happened may well be considered by many school boards and school administrators throughout the country who are facing the problem of bond issues and increased mill levies to construct needed school buildings. This is the story of such a venture in which the taxpayers turned down the first such proposal. The funds were to be used to construct a new high school building which everyone agrees will be badly needed in a few years. No doubt the proposals will be resubmitted in the not too distant future.

The need was not in doubt, yet the proposals failed. Post mortems are never popular but perhaps some appraisal of the methods used in presenting the proposals to the taxpayers will be valuable to other school administrators and boards of education by enabling them to avoid pitfalls which the failure of the bond issue apparently indicated. In a sense it is also a self-appraisal.

Three things will be considered: (1) the nature of the community; (2) the program set up to promote the proposals; and (3) the weaknesses of the project and the nature of opposition.

It is recognized that each community is unique with respect to particular points, but it is also recognized that there are numerous common denominators from which parallels may be drawn for other communities. Therefore, two preliminary questions need to be examined at some length in order to orient the reader to the local situation and to enable him to draw parallels appropriate for his own community. It is only with this background information in mind that a proper appraisal of the places at which the program devised to sell the people on the proposals apparently failed. These two preliminary questions are: What kind of a community is it? And, what were the methods used in preparing the proposals for presentation to the public?

An analysis of the nature of the community may center around the following headings: (a) the population and its composition; (b) the tax picture; (c) the attitudes toward education and the status of the local school sys-

tem; and (d) the self-image of the community. Each of these items is of great significance to a school board and school administration in designing a program to sell the community on a bond issue and increased millage. Misinterpretations at any point may, as will be shown, result in failure. These items, if lifted out of context of the local community picture may appear insignificant and of little concern. However, if all of these apparently insignificant items are added up in context, they loom large on the planning horizon of the alert school board and school administration. To the dismay of a school group, they may subsequently appear to have been silently chorused by a majority of the community. The most elaborate plans may fail in their purpose if the school board and school administration indulge in wishful thinking in the sense that they convince themselves and others supporting the school proposals that apparently insignificant items are *really insignificant* and therefore not worthy of a second thought.

What then is the nature of this particular community of some 20,000 people? It is a college town in which the college is by far the largest single enterprise. When the college is in session, the students swell the population of the community half again. This city is entirely residential with the exception of the conventional stores and shops for the local trade. Zoning restrictions prevent industry from moving into the area from the geographically contiguous, industrialized city of 100,000. There is no clear-cut break between the two cities, though it formerly was a matter of miles. The population of the smaller city is largely made up of people connected with the college and with local business establishments; or business and professional people who live here and send their children to the local schools but who work in the larger adjacent city. It is therefore somewhat suburban in nature. In the main, it is a middle class white-collar community typical in its support of schools and churches.

The Tax Structure

The local taxation picture is of great significance to the problem under consideration. As in all communities the attitudes of the taxpayers stem from the nature of the tax

structure as it impinges upon their financial status. First of all, the tax load rests almost entirely on individual residences. In this sense, the community is typical of any nonindustrialized city or town. The average assessed evaluation of the residential property is \$6,000. This is based on a set formula for assessing the property at 75 per cent of the 1941 construction costs. The resulting assessed evaluation equals approximately one third of the late 1953 sale value of the property.

Comparisons of the tax levy in this community with that of the city next door is a favorite pastime among local residents. Though the total millage is somewhat lower than it is in the larger city, the residents of this smaller city point with pride (but are privately chagrined), that the property evaluations are higher in their community on comparable property. The difference in evaluation in part indicates the greater value attached to the property in this particular community.

Tax collections annually run over 90 per cent complete. This is a matter of civic pride and is of course significant for selling school bonds at a favorable interest rate. Equally important to school planners is the fact that the high percentage return represents two other important items in the total tax picture, the one tending to offset the other. It indicates on one hand the relative financial solvency of the community population and, on the other, it indicates the large number of mortgaged homes, new and old, where taxes are automatically collected as part of the monthly payments to mortgage holders. These two factors help shape community attitudes toward any proposed millage increase.

The city is experiencing what many American cities are undergoing, a rapid growth in home building particularly around the fringes. For the tax picture this represents a rising property evaluation for taxing purposes. The number of new homes to be assessed and added to the tax rolls and the number of remodeled older homes to be reassessed is sufficient to virtually monopolize the time of the one city tax assessor. Thus a situation arises where many of the older homes have not been systematically re-evaluated for fifteen or twenty years. It is being done slowly as time will permit, but it is frequently a point of contention among the newer homeowners that

*Michigan State College.

their property is carrying a disproportionate load of the taxes. Statistically it is not known whether this is true or not, but the fact that the feeling exists in some quarters is of particular importance in analyzing the attitudes of the new homeowners toward proposed millage increase as well as the attitudes of the owners of older homes who might fear that the need for additional money will hasten the day when their property would be re-evaluated.

Another point which complicates the tax picture is the necessity of expanding city services (sewers, lights, etc.) or rebuilding older utilities which are not able to handle the increased load. Thus the residents are aware of the fact that before too long, the city government will be asking for an increase in millage to cover the costs of such expansions. This point is well known and while it is not exactly a choice between schools and sewers, yet individual taxpayers may view it as such.

Still another item involved in the attitude of the taxpayer in this community is that the school millage levy is the largest single item in the tax bill—a little less than half of the total millage for all purposes. The present millage is not exorbitant if the taxpayer looks at his tax bills rationally but unfortunately few taxpayers do.

A somewhat unique problem tax-wise arises by virtue of the boundaries of the school district. As is often the case, the district boundaries are larger than the legal limits of the city. Township areas are included in the school district. In theory, the same formula for arriving at the assessed evaluation of the township homes is used as that used in the city. In practice, however, a less systematic evaluation is done by the township assessor in comparison to that done by the city assessor. Thus a point of friction has arisen at times in this community when the city homeowner views a comparable (or even larger) home across the street or elsewhere in the township, being assessed at far less than his own home. In the over-all picture, the evaluations tend to balance out, but it is the individual inequalities that weigh most on people's minds rather than the over-all picture. A number of individual inequalities, real or imagined are soon built up into a generalization that is a distortion of the actual facts. Be that as it may, it is a factor in the attitudes of these city taxpayers. The picture is further complicated by the fact that the mill levy of the school district which is in the township appears to be less than that in the city. Actually it is six of one and half a dozen of the other due to a mystifying process known as "equalized evaluation" as set off against "assessed evaluation as equalized." Yet for the layman who does not wade through the intricacies, his conclusion is that the township homeowner is paying lower school taxes than the man in the city. Actually this is not the case.

Attitudes Toward Education and the Status of the School System

Education is the largest single enterprise in this community. This fact coupled with

the middle-class orientation of the populace and the average high level of educational attainment accounts for the great interest in the whole field of education. Over 90 per cent of the high school graduating class goes on to college each year. Public attendance at school functions is high though public school activities suffer in attendance if they conflict with programs on the college campus.

There are four elementary schools in the city plus the junior-senior high school. The problem of housing the elementary grades has been met for the time being through construction of two new grade buildings in the past seven years and enlarging and remodeling the older buildings. Each of the grade schools have active Parent-Teacher Associations. These units are active in local school affairs. The junior and senior high schools have parent organizations not affiliated with the PTA.

The community as a whole supports the forward looking philosophy of the school system. As in every community, there are some dissatisfactions which take the form of urging more discipline, more attention to the fundamentals, and less so-called "frills" of education. As a whole, however, the board of education and the school administration are viewed favorably by the majority of the populace. This is a credit to these two groups who function in a community of many professional educators and where the educational attainment of a majority of people is unusually high. In general the people approve their educational system despite some irritations which are commonplace and with which every board and school administrator is familiar.

The Community Self-Image

One of the most significant parts of the analysis of this community is the self-image which the people apparently hold of themselves. This self-image is not as clear cut as this analysis may imply. Rather it is a sort of generalized picture in the minds of the people. It may be a vague overtone to some people and a very real thing to others. It is one that is as frequently denied overtly (and because of certain class overtones, it is denied indignantly) as it is supported consciously or unconsciously. It is informally perpetuated by the behaviors of the populace without their being particularly conscious of the implications of their actions. There is apparently involved in this self-image one basic belief; that is, "this community is unique among communities." "We are just different from most cities," is a common expression. The uniqueness of the community is implied to be a sort of superlative uniqueness. This self-image of "difference" appears to be based on the following more prominent beliefs: (1) This community is wealthy or at least "well-to-do." (2) This community has a higher than usual level of intelligence and education. (3) This community is an upper-class or upper-middle class community. (4) This community has unique cultural advantages. (5) This community is particularly civic minded and educationally oriented. (6) This community generously supports all socially desirable goals. (7) This community has

prestige value as a place of residence. (8) This community ranks high in prestige along with other more or less exclusive suburbs in the state.

Having created a self-image in varying degrees of correctness or incorrectness, the community further seeks to convince itself of its validity and to protect and perpetuate this image. Industry is zoned out of the community. ("It would make our city dirty; bring in a lot of undesirable people with little education; it would lower our property values.") The advisability of annexing some fringe areas around the city is questioned. ("We don't want those people from that area in the city limits.") A certain amount of conspicuous consumption creates the desirable impression and it is self-convincing of wealth and status, etc. The people have chosen to accept the 90 per cent tax return mentioned earlier as proof of this generalization. In actuality, this is a very normal-average suburban community.

The significance of the community self-image for the school board and school administration contemplating a bond issue lies in the degree of correctness of that image and whether the school groups take on the self-image, be it correct or not and make it their own. If the image is correct and is translated into the sort of dollars-and-cents action which a bond issue implies, that is one thing. If parts of the image (wealth, objectivity, supporting socially desirable causes) are only wishful thinking, as they apparently are here, or if these images are correct only as they apply to a minority of the total populace, then the images have a different meaning for the school administration. In other words, if the taxpayer acquires many symbols of status for himself and his family and is equally generous in the exercise of his role as a taxpayer, that means one thing in terms of the kind of school buildings and millage increase to be asked for. However, if he indulges himself but not the community (for a variety of reasons, financial and otherwise) then that is something else to be kept in mind. The school board and school administration must correctly appraise this self-image in terms of potential tangible action. Outward appearances of financial status may not present a true picture. Some insight into this point is available to the school group in a review of the history of past community reactions to proposed mill levies for civic improvements. What complicates the picture is a history of a sort of "the sky's the limit" reaction in one instance and almost niggardliness in another. Yet the existence of such inconsistent action is a clear indication that there are definite limits to the application of the self-image, and also that the image may be true only in the minds of a minority. This point cannot be overlooked and school groups would do well to be a little wary of on-the-surface reactions favoring a proposed bond issue and millage increase.

NOTE.—In the second half of this paper the author analyzes the failure of the campaign in spite of fine work of the board of education, of the administration, and of the Citizens' Committee.

Community Control of Public School Policies

Robert G. Owens*

The schools of the United States are unique in that they have sprung from the people — all of the people — and belong to them. Among the more important aims of the schools are those of maintaining and improving our democratic society. These aims involve the basic policies of the schools, for they should decisively influence the kinds of things that are done in the schools. It is, therefore, essential that the general control of school policy be kept in the hands of the people. This means that no one group — religious, political, economic, or otherwise — should have the privilege of speaking for the people in their control of school policy.

Not a Closed Group

Nor does it mean that the school board and their employed staff should be permitted to act as a closed organization in the name of the people. Too often, school boards made up of sincere citizens dedicated to the public good attempt to establish school policy for the people and then try to sell the idea to the people. Such school boards consider the adoption of policy to be their task (which is true enough) but call the *selling* job "interpretation." If such boards could see that they are agencies of the state whose job it is to formulate public policy — that is, policy desired by the people — then it might be clearer to them that if they carry out the will of an enlightened community, there need be no selling of board policy to the community. This way of working requires two basic conditions:

1. The board must be in close, articulate contact with the community, and
2. The board must maintain a continuous program of appraisal and interpretation to keep the community informed on problems, issues, changing needs, and planning for the future.

A school board that is representative of the whole community and which merits the confidence of the community and the professional personnel through the way in which it operates is one which is sympathetic to the principle that the community should control its public school policies. A school board which finds little co-operation or understanding in the community and the professional staff is one which has gotten away from the basic principle of community control.

*Broad Brook, Conn.

A fundamental problem is to get *all* of the people working together to promote the kind of policies that are best suited to the purposes of education in the community. The various devices for public participation in education are really means for communication between the people and school leadership. This communication must be two-way if the process is to be creative and permit flexibility based upon changing needs and new research affecting education. While the people should participate in controlling educational policies as a safeguard to the democratic society, still it is necessary for the school leaders to constantly interpret the program to the community and educate the citizens concerning the desirability of new ideas and approaches in establishing good school policy. The public cannot intelligently play their vital role in controlling school policy unless they are continually informed — made aware — of what is happening under the present program and what needs to be done to improve the education of the children in the future.

Political Power of Control

If the school board is the most effective means for the community to influence the development of education, then it would seem that the power of control by the people is largely political; that is, when the people are dissatisfied with their school policies they can resort to the polls to effect changes in board personnel, thus assuring that the public will be carried out. Such action is, undoubtedly, within the power of the people and is their responsibility to carry out; however, it in itself cannot guarantee that a continually growing and developing type of administration which meets the requirements of the community will result. Indeed, in an unfortunate setting of conflict it could easily become a demoralizing device which would affect the schools adversely.

The school board should keep close to the people, responsive to their will. To do this, a school board should:

1. Regularly open its meetings to the public, including the portion of the meeting in which voting takes place. Excessive use of such devices as committee of the whole or executive session should be avoided.
2. Represent the entire community in its membership as fully as possible.
3. Establish and publicize clearly defined

channels through which citizens may deal with the board.

4. Publish the agendas for meetings well in advance for public information.
5. Devote much of its time to considering the development of an educational program instead of continually dealing with business and routine matters.
6. Keep channels open so that ideas from the staff may reach the board.

A school board which follows these good practices gives community members an opportunity to work with the board and this will boost confidence in board actions. Following such a system of operation will set the stage for the two-way communication between the board and the community that is essential under the American system where the community controls school policy within the limits granted by the state.

However, even when the policies of the school board are not carried out in an open manner and in close co-operation with the community, the people will maintain their vital interest in the administration of their school affairs. American education thrives on honest criticism, advice, and co-operation, together with the belief that the schools belong to the people. There is widespread interest in the formation of advisory groups of laymen which study the school problems in their communities and seek to organize the thinking of a representation of people within the communities in regard to what they consider to be desirable policies in the administration of their public schools. As extra-legal bodies, these groups have no legal functions or powers and this (unless leadership is very wise) can lead to conflict with the school board, which is the group legally empowered to provide for school administration. Unquestionably, these advisory groups or councils should be discouraged from trying to run the schools directly; that should be left to the professional educators whom the boards employ.

The Danger of Citizens' Groups

Citizens' groups can weaken good administration and good staff by interfering, heckling, and second guessing. Preferably, a citizens' council or advisory group should serve as a communicating agency between the board and the community and should help the board do its work by bringing it closer to the people. Probably the greatest obstacles in the road to school improvement are misunderstanding, mistrust, and misinformation. It seems obvious that the school administration must be very close to the people and sensitive to their wishes to avoid these obstacles; it would also seem that the school administration owes a very definite obligation to the community to keep citizens informed, to interpret the program to the public, and to provide ways for the public to express reactions.

School policy is public policy and, as

(Concluded on page 106)

Leading Personalities in the AASA Convention*

Atlantic City, February 13-18, 1954



Clyde Parker
Superintendent of Schools,
Cedar Rapids, Iowa

Presidential Candidate



C. C. Trillingham
County Superintendent of
Schools,
Los Angeles, California

Presidential Candidate



Henry I. Willett
Superintendent of Schools,
Richmond, Virginia

The President-Elect 1954-1955

Principal Speakers and Convention Leaders



Pres. L. A. Derthick
Chattanooga, Tenn.



Dr. H. B. Masters
Battle Creek, Mich.



Chas. S. Stock
Louisville, Ky.



Supt. B. C. Willis
Chicago, Ill.



Pres. W. A. Early
Washington, D. C.



C. R. Sligh, Jr.
New York, N. Y.



H. W. Steinkraus
Bridgeport, Conn.



Com. S. M. Brownell
Washington, D. C.



Dr. L. A. Kimpton
Chicago, Ill.



W. R. McIntosh
Rockford, Ill.



Eric Severeid
Washington, D. C.



Prof. H. C. Hunt
Cambridge, Mass.

*See page 96.

ABANDON or REBUILD?

M. W. Gaffney*

The rapid increase of the number of children entering schools in the years since the close of the last war, and the deterioration of the many public school buildings built in the period preceding World War I, but still in use, have created a serious problem for school officials. The problem of analyzing the school plant problem of a district cannot be confined only to elementary schools for our new wave of children is steadily moving through the grades toward high schools where a peak load can be anticipated after 1958.

Once the population trend of a school district has been established, an analysis of the school-plant problem often raises the question whether old buildings shall be scrapped in favor of totally new sites and new buildings, or should the old building or buildings be modernized with or without new additions. This is a serious question, the answer to which cannot be arrived at safely until all aspects are thoroughly investigated.

Since school plants differ widely, there are few exactly identical situations upon which to draw comparisons of method and costs; but many communities may find elements in which their problems are in common with those in the LeRoy District in western New York which rebuilt a high school from the inside while school remained in session.

The school district described is a Central School in Western New York state serving an area of 30 square miles with a school population of 1300 students. Nine hundred of the students live within the village which is the center of the district and the location of the school plant.

This district found that the problem of the tremendous increase of births focused attention upon the limited facilities of the schools, especially upon the antiquated high school building. Following a series of lay-committee meetings and public assemblies in 1947 and 1948, it appeared clear that the time had arrived for the community to take positive steps toward bringing the school plant facilities up-to-date and to provide room for the new young citizens now arriving in startling numbers.

Since the elementary school was housed in a recent building in excellent condition and adaptable for an addition, the housing problem for beginning elementary pupils was not difficult. However, the long-term view of the increased school population in the light of an outdated high school building was serious. Built in 1909 for grades as well as high school, without adequate auditorium, gymnasium, shops, etc., it was clear that the structure no longer met the educational needs of the community.

Abandonment Idea Abandoned

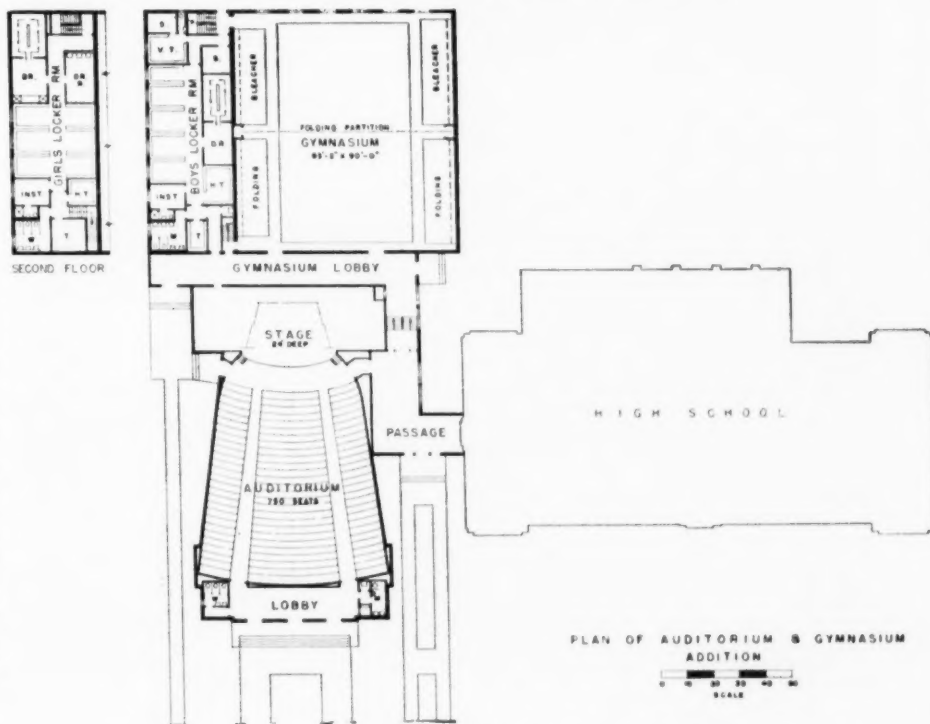
Although the high school building was sit-

uated on a campus which included the elementary school, library, athletic field, and central heating plant, first consideration was

given to the possibility of abandoning the building and of moving to an outside location.

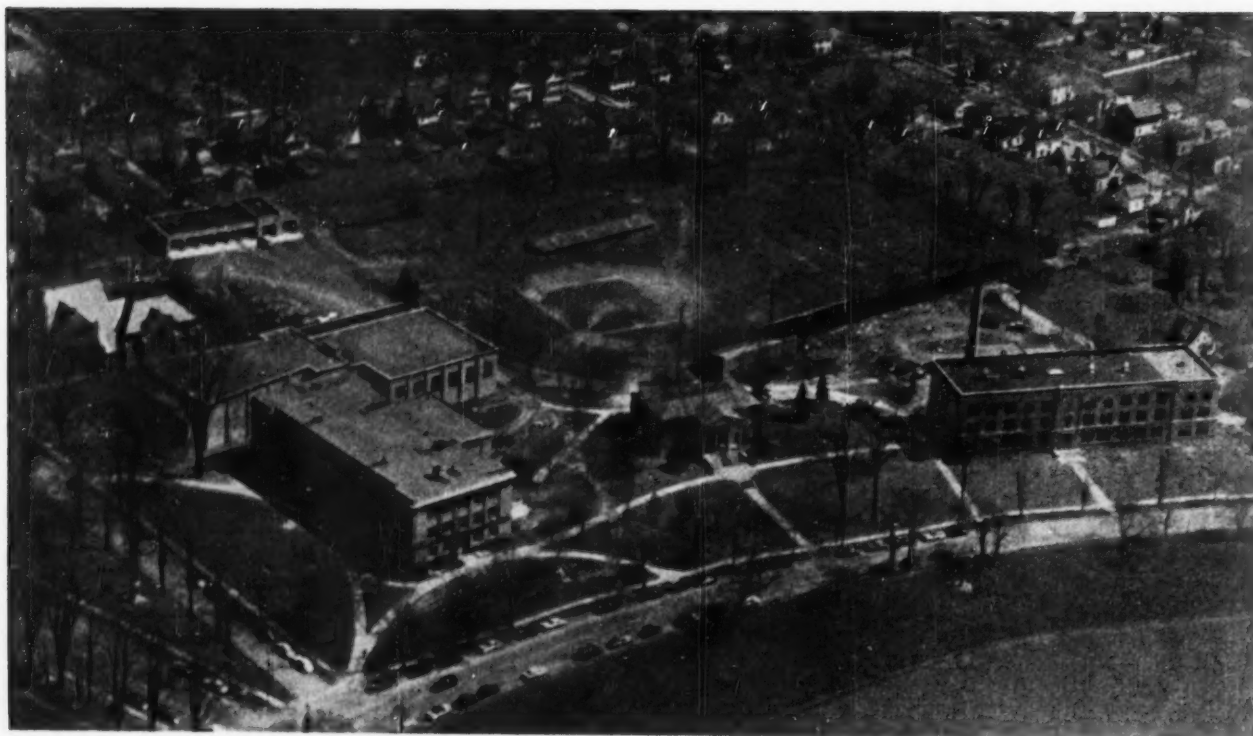


The Memorial Auditorium-Gymnasium addition to the Le Roy High School is planned for community as well as school use.



Plan of new Auditorium-Gymnasium, Le Roy Central High School, Le Roy, N. Y. — James W. Kideney & Associates, Architects, Buffalo, N. Y.

*Superintendent of Schools, LeRoy, N. Y.

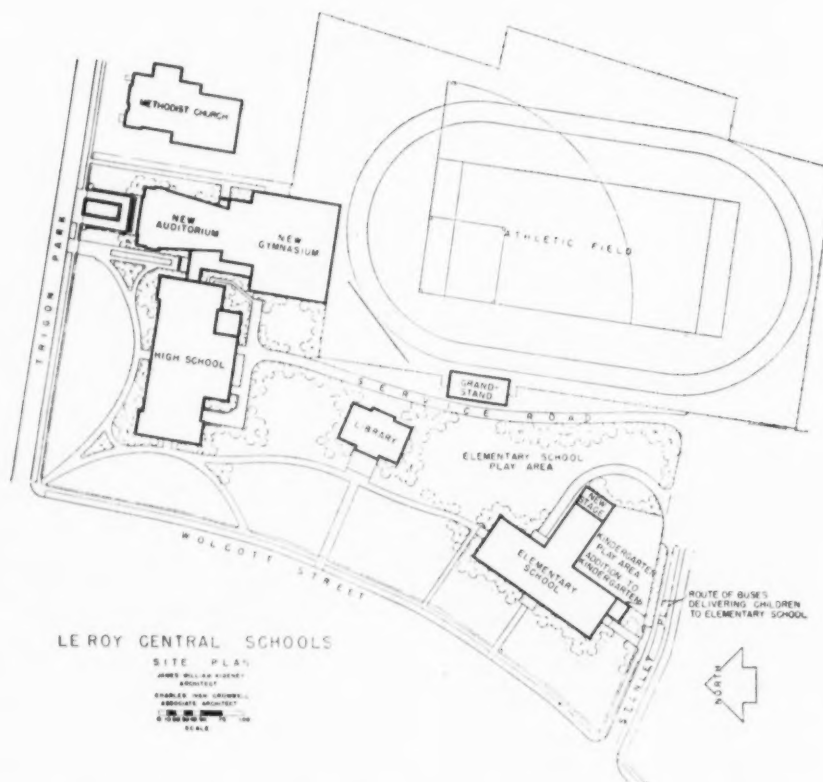


Aerial View, Le Roy Central Schools, Le Roy, N. Y.

A study of abandonment disclosed a number of facts. In the first place, a school building inadequate as it may be for school purposes is still of more potential worth as a school than for any other purpose. The opportunities to sell a school building for commercial or residential purposes are definitely limited by the nature of the building itself. It soon appeared that any chance of redeeming by sale a substantial portion of the replacement cost of the high school, or even of the purchase of a new site, was remote. Moreover, from the point of view of the community, an abandoned school building would become an eyesore and an object of vandalism. It also was observed that many communities which had abandoned school buildings to be converted into factories or commercial uses, later found that they were not maintained or stood vacant for long periods, as a permanent blight upon the neighborhoods. Since the cost of wrecking a building is generally greater than the value of the salvaged materials, they have been left standing, thereby depressing property values and tax assessments. Considerable concern was therefore expressed that a blemish might be left in a central location of the village.

Since a new site would require leaving the central location in favor of one located beyond the walking distance of a large number of the village children, a second factor had to be considered. An off-center location inevitably means pupil transportation well in excess of normal requirements. While this cost may seem small at the outset, the continuing long term total cost may well equal or even exceed amortization of a large amount in added facilities for a projected building.

Among other considerations in selecting



Site Plan, Le Roy Central Schools, Le Roy, N. Y. — James W. Kideney & Associates, Architects, Buffalo, N. Y.

a new site were the extension of public services such as sewers, water supply, electricity, and gas. It was admitted that their extension to an undeveloped section would be a heavy cost factor. Also of importance was a political consideration. While the thinking of the community was favorable to doing something about the schools, there was reason to believe that, should a question of changing the school site to an outside location be introduced, considerable opposition among tradition-minded groups might be aroused. In settled communities the attachment to a traditional school location is stronger than often is expected and does not show itself until the day of the vote on a bond issue.

In this school district the arguments for abandonment became weakened as each new problem was taken up. The chance that the building might be demolished for a new building to be built upon the existing site was discouraged because such a program would take at least two years without any possibility of housing the high school students while the work was under way. The only question left was whether the existing building could be modernized to equal a new school plant at a cost which would not exceed the cost of a totally new structure.

Following the selection of an architect with a reputation of flexibility in ideas and thoroughness, with experience especially in remodeling commercial buildings as well as schools, a series of tests were made to determine the feasibility of rebuilding the existing structure.

Factors Entering Rebuilding

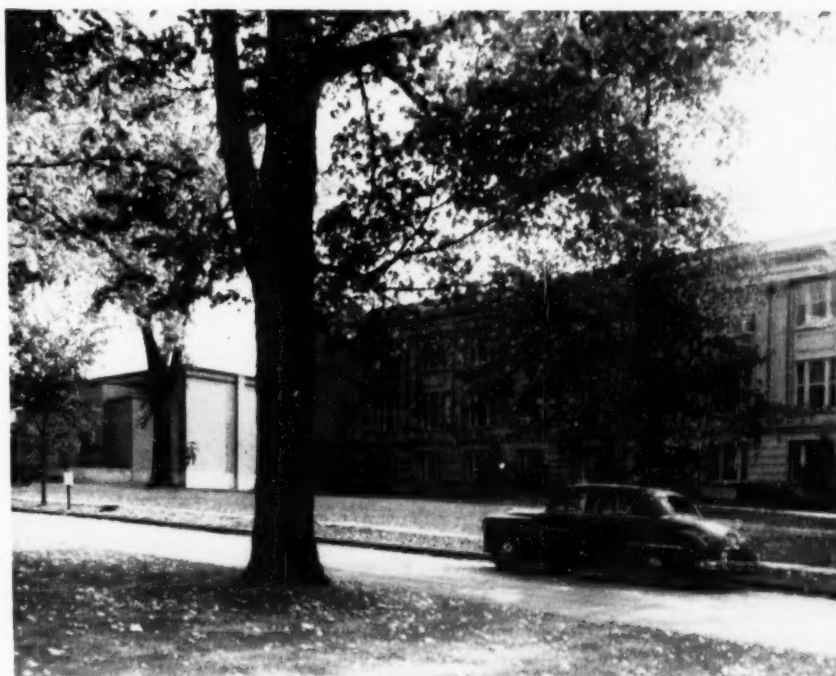
The factors which entered into the decision to rebuild were interesting. First, the original structure was of reinforced concrete, the only use of wood was in the roof rafters. Reinforced concrete construction assured the district of a fireproof structure. Next, a thorough check of the building showed no signs of cracked masonry in the walls or movement of the original foundations. This was reassuring, in that a foundation which had not moved in fifty years was likely to be superior to a foundation which might be gained from a totally new building. The next question was the availability of space within the structure to house 750 students, and whether the space was adaptable to the type of rooms needed for a thoroughly modern high school program.

An investigation of the available space in terms of a generous educational program showed that by erecting a new auditorium and gymnasium, the space gained would make possible enough new classrooms and service areas to accommodate adequately the estimated ultimate enrollment of 750 students. In fact, the wide corridors in the original design and the rearrangement of storage areas would provide larger classroom areas than could have been planned under the current high costs of new construction.

In the estimates of the cost of a new building as compared with remodeling, it was the opinion of the architect that a saving of about 50 per cent could be expected in the classroom wing of the buildings despite the extensive structural changes made necessary by the removal of the existing auditorium and gymnasium. On the basis of this preliminary estimate, the architect was commissioned to proceed with the preliminary plans, later to



The Le Roy schools are pleasantly located across the road from the beautiful village lake and surrounding park.



The exterior of the remodeled Le Roy High School with the new auditorium at the left.



Ground and First Floor Plans, Le Roy Central High School, Le Roy, N. Y.—James W. Kideney & Associates, Buffalo, N. Y. The solid lines represent new walls and rooms.

prepare the working drawings; and in July of 1949 bids were received. Work began on the project August 5, 1949.

The final cost for the remodeling of the high school building including furniture and equipment was \$375,000. This provided the district with a modern building of 807,424 cubic feet. This figure was exclusive of the new auditorium and gymnasium which were built in addition to the old building. At the then prevailing building costs for new construction of 90 cents per cubic foot, the net saving to the district was \$351,000 or 49 per cent of new construction. The erection and equipment of the gymnasium and auditorium amounted to \$560,324. The total cost of the modernized building including equipment was \$911,324. Considering the planned capacity of the secondary school building at 750 students, this was a per pupil cost of \$1,200, a real bargain in purchasing modern school plant facilities.

The Remodeling Job

The work done on the high school building was extensive. Beginning with the roof, the parapet wall above the second floor ceiling line was completely rebuilt by tearing down the weakened brickwork, cleaning the brick and relaying. The roof skylights were removed; a new roof was put in place, and a complete job of flashing and rebuilding of ventilation stacks accomplished. On the exterior walls, a thorough job of lead flashing strips on all stone work was added. The old fire escapes were removed and unused openings bricked up. All windows were examined for excessive weathering and replaced where necessary. The windows were weatherstripped; exterior doors were replaced, and new hardware installed. All exterior trim was then painted with two coats of paint. The walks and drives were rebuilt where needed, and the grounds were seeded and set with plantings.

The accompanying plan shows the distribution of space secured from the alterations. Lines in solid black show new walls or alterations or previously existing walls. On the ground floor the space formerly occupied by the boys' lavatory, locker rooms, and dressing rooms are now the kitchen and cafeteria. The

former gymnasium has become the industrial-arts shop. On the first floor the space of the former auditorium is occupied by an art room, an academic classroom, teachers rooms, and lavatories; on the second floor two science laboratories and lavatories have been built on a new floor extended over the upper auditorium.

Changes were made in the stairs by enclosing them in fireproof glass and steel and installing new treads. The corridors provide space for 750 built-in, full-size lockers. These, with ceramic tile walls, acoustical ceilings, fluorescent lighting, and asphalt tile floors have brought a complete change to the interior.

The classrooms received standard treatment which consisted of installing asphalt tile floors, movable furniture, green glass chalk boards, new cork tack board and trim, patched out existing plaster, acoustical tile ceilings, fluorescent lights, and pastel colors on walls and interior trim of windows. These changes, plus the installation of unit ventilators and convectors with thermostatic control, provide the best that can be desired for bright, cheerful, and efficient work spaces.

Other new equipment installed includes an electronic time system complete with new clocks, fire alarm, public-address system, telephone switchboard and telephones in each room, new power transformers, and a dual thermostatic control system.

Upon the final completion of the building there was agreement among the many who visited the building that it was now, in many respects, not only equal to an entirely new building, but superior in spaciousness of layout and design.

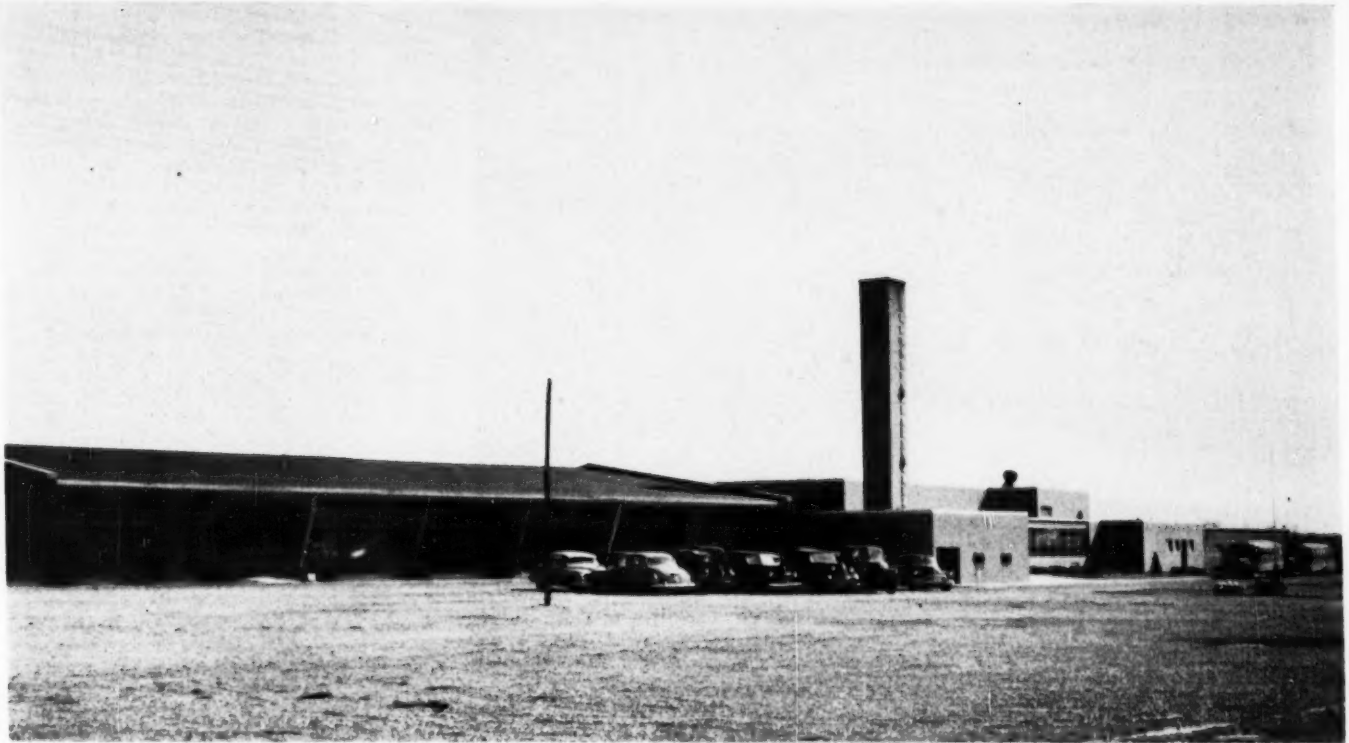
Rebuilding Without Vacating

To any school district contemplating renovations of a school, the methods by which classes remained in session while this work was under way may be of interest. The agreement at the outset being that summer vacations would not provide sufficient time to do the job, a conference of the contractors, architects, and school authorities succeeded in working out a succession of steps which, with only few exceptions, worked out with a minimum of disturbance to the teaching schedule.

Six classrooms were partitioned off at a time, and the workmen entered through windows. As soon as the spring weather permitted, physical education classes were held outside; the gymnasium and auditorium were demolished and the new classrooms were readied before school opened the following fall. Unfortunately the new auditorium-gymnasium building was not ready for the gymnasium classes when school reopened, but an adjoining elementary school provided temporary facilities. Three semesters of school and one summer vacation provided the time necessary to complete the renovation and to resume normal classes and school living.

To report that it was an easy experience would be amiss. The noise and dust, and inconvenience of special planning and room shifting caused discomfort to teachers and pupils alike. However, everyone entered into the spirit of the job with such enthusiasm that a summary of the first year of construction showed that the student's academic standards of accomplishment were higher by a considerable margin than during any recent year. Some misgivings that the large number of workmen, often as many as 150, working in the buildings where 500 students were living would create problems was quickly dispelled. It was accepted that workmen smoked and students did not; the men wore their hats, students took them off; the girls found no time to stand and talk to workmen, a fact which was totally unexpected. Aside from two very minor accidents, there was no injury to any student or teacher. In short, it can be done. You can rebuild a high school and hold school at the same time. But you won't like it until the building is finished.

In summary, the experience of one school district can provide no sure criterion for the solution to the problems of another, but in these days of increasing building costs and increasing pupil populations, the interior renovations of existing buildings do deserve serious considerations. The school discussed did the job of building a modern high school, preserved a valuable site, and saved a considerable sum of money. But, perhaps of most significance is the fact that the voters of the school district carried the original bond issue by a 94 per cent favorable vote.



Street View, Trico Consolidated High School, Campbell Hill, Ill. — Ralph Legeman, Architect, Evansville, Ind.

The Trico Consolidated High School

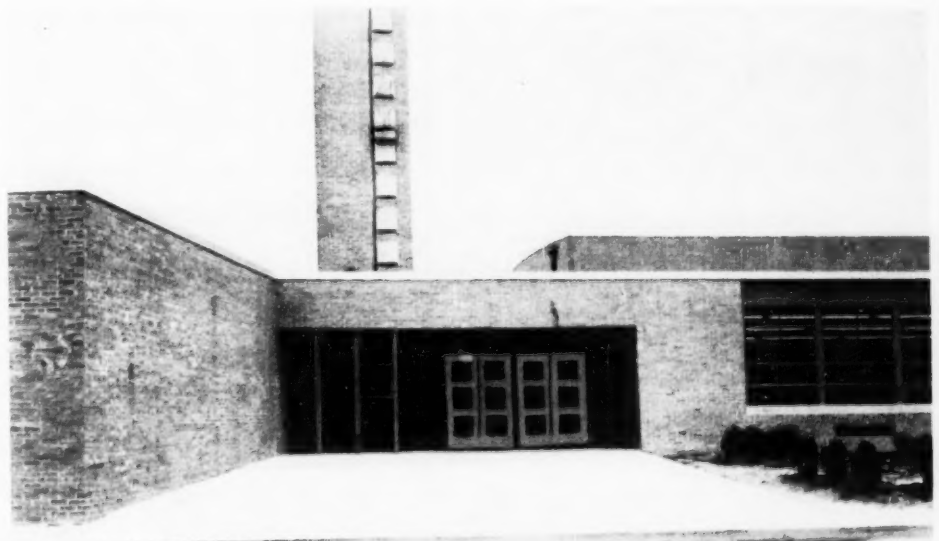
J. H. Hammack *

The Trico Community High School District, which embraces an area of approximately 200 square miles in southern Illinois, is the result of the consolidation of five small districts. Completed in 1948, the organization was not entirely trouble free, nor did it take shape over a few weeks. Court injunctions were threatened and feeling was high when the movement got under way. In fact, there did not appear to be sufficient support to bring the matter to a vote of the people. As is usually the case, differences in the assessed values and the consequent uneven tax rates were among the chief obstacles. Small town loyalty, the feeling that each town was losing its school, higher taxes, and many more problems arose. These obstacles, however, were finally overcome by a group of farsighted men and women, and reorganization became a reality.

Growing Pains Begin

The first term for the newly created Trico School District began in the only building which could be made to serve as the new school. Located in the town of Ava, a metal addition was erected, which provided classroom space for four years. With improvements

*Principal, Trico Consolidated High School, Campbell Hill, Ill.



The windows to the right of the main entrance are those of the well furnished cafeteria.



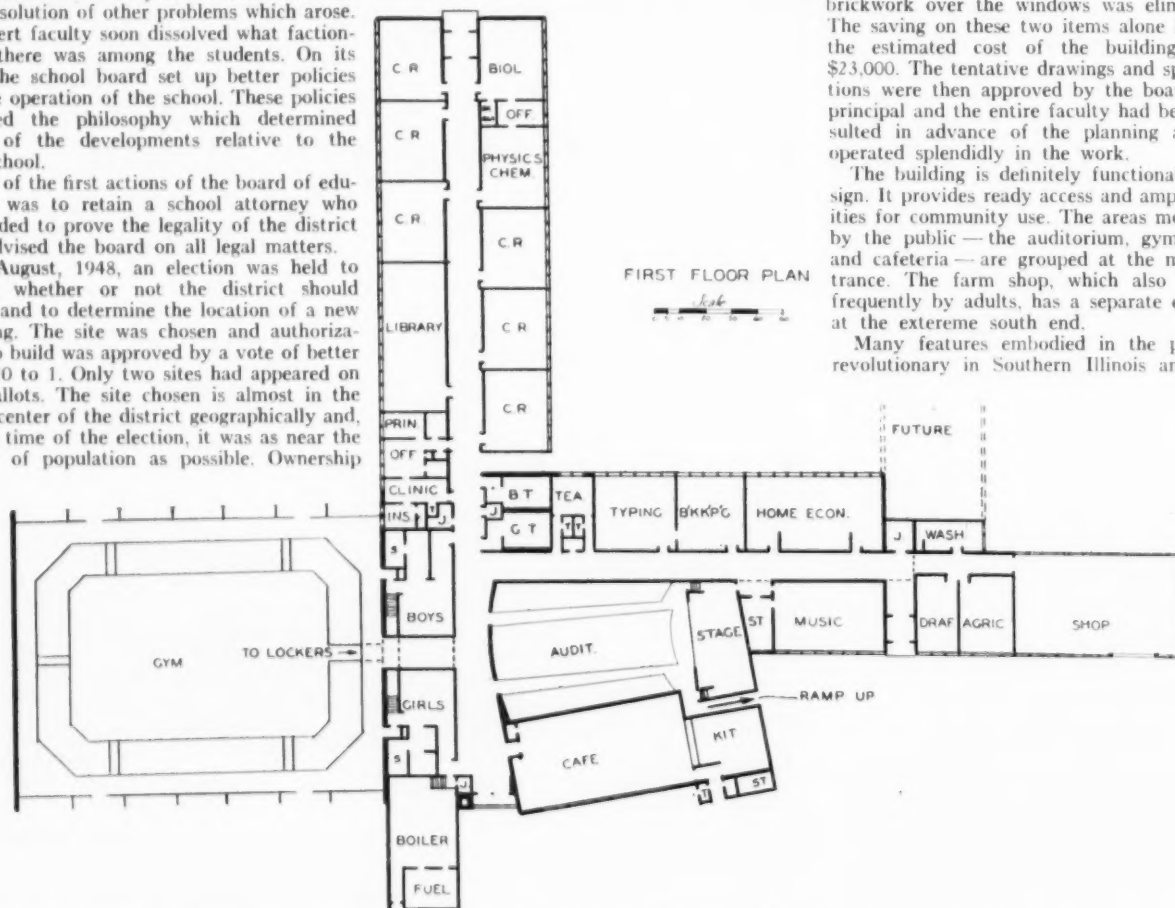
The bowl-type gymnasium seats 1700 on permanent and folding-up bleachers. The playing floor is asphalt tile.

in the old building, there were a total of ten classrooms for 13 teachers and 275 pupils. Needless to say, the crowded condition did not make for an orderly school nor contribute to the solution of other problems which arose. The alert faculty soon dissolved what factionalism there was among the students. On its part, the school board set up better policies for the operation of the school. These policies reflected the philosophy which determined many of the developments relative to the new school.

One of the first actions of the board of education was to retain a school attorney who proceeded to prove the legality of the district and advised the board on all legal matters.

In August, 1948, an election was held to decide whether or not the district should build, and to determine the location of a new building. The site was chosen and authorization to build was approved by a vote of better than 20 to 1. Only two sites had appeared on the ballots. The site chosen is almost in the exact center of the district geographically and, at the time of the election, it was as near the center of population as possible. Ownership

of an acceptable site and authority to build served to hold the district together until the bond issue was voted.



First Floor Plan, Trico Consolidated High School, Campbell Hill, Ill. — Ralph Legeman, Architect, Evansville, Ind.

The favorable results of the election encouraged the board to move rapidly. Early in 1949, architectural advisers were chosen, and an attorney was retained, to plan the bond issue and to serve later as counselors for administrative and legal proceedings during the building program. The latter move met with considerable criticism. Voting to issue bonds before they are contracted for is not the general practice in Illinois, and for that reason some people thought it a waste of money to employ an attorney to plan the bond issue. However, by obtaining a lower interest rate on the bonds, the attorney and the board saved the district more than \$25,000.

While the architect, the board, the principal, and the high school faculty were evaluating the school program and surveying the instructional needs of the district, the attorney, the board, and the principal were engaged in preparing for the bond election. This planning continued for almost a year and in May, 1950, bonds were voted for an adequate building.

Cutting Costs

The board was uncertain, as were the architects and the principal, whether the financial ability of the district would permit the construction of the building as planned. Necessary adjustments, therefore, were made to bring the plans within the limit of the amount of available money. The classroom ceilings were lowered from 11 to 10 feet, unnecessary brickwork over the windows was eliminated. The saving on these two items alone lowered the estimated cost of the building about \$23,000. The tentative drawings and specifications were then approved by the board. The principal and the entire faculty had been consulted in advance of the planning and co-operated splendidly in the work.

The building is definitely functional in design. It provides ready access and ample facilities for community use. The areas most used by the public — the auditorium, gymnasium, and cafeteria — are grouped at the main entrance. The farm shop, which also is used frequently by adults, has a separate entrance at the extreme south end.

Many features embodied in the plan are revolutionary in Southern Illinois and some



The rooms on the left are the commercial and vocational classrooms, while the wing on the right contains the academic classrooms.

are controversial. In general, the building is rambling in appearance. From the highway, it gives one the impression of being small, but when one enters the main lobby, it gives the impression of being spacious. The two corridors, 330 and 220 feet long respectively, produce this effect indoors. The 8-foot ceilings accentuate the length of the corridors. The 10-foot ceilings in the classrooms also make them appear larger. The long, horizontal aluminum coping which extends around the roof, serving as a gravel guard as well as for finish and decoration, adds to the low appearance of the exterior.

The building is in the form of a modified letter T, with the academic wing forming the leg and the gymnasium, auditorium, cafeteria, and vocational classrooms forming the cross-arm. The construction is principally concrete block, faced with brick. All floors are laid on concrete slabs. A 15-year bonded, built-up roof is laid on poured gypsum and supported by steel trusses. The partition walls between rooms are nonbearing and are made of concrete block. Clear glass windows extend to the ceilings, which are faced with acoustic plaster. There are no plastered walls in the building. Steel supports, to which the windows are attached, carry the roof trusses on the outside walls. The roof drains toward the center of the building, and the downspouts are

enclosed in pilasters or closets. The floors throughout the building are covered with asphalt tile, except those in the farm shop, toilets, dressing rooms, and auditorium which are concrete.

The auditorium has a seating capacity of 624. It is in reality a small theater without windows. There are a projection booth and a movie screen. The floor is welled to the stage, which measures 38 feet wide by 20 feet deep.

A Controversial Feature

The gymnasium is of the bowl type. The seats around the entire floor have an audience capacity of about 1700. The playing floor is 50 by 84 feet, with an 8-foot out-of-bounds space. The over-all dimensions of the gymnasium are 120 by 146 feet. One of the controversial features of the building is the asphalt tile playing floor in the gymnasium. Time will prove its merits.

The fact that all pupils are transported to school and no private facilities are used for serving lunches has made it mandatory that the school pay particular attention to the plan and equipment of the cafeteria. The dining room seats about 240 pupils. It is furnished with folding tables and chairs, with a fully equipped kitchen adjoining. The arrangement is flexible and serviceable for extracurricular activities.

The library, which comfortably seats 100 persons, has shelves on three sides. The fourth side, on the north, consists of a solid bank of windows. The room measures 26 by 64 feet and has shelving to accommodate about 5000 volumes.

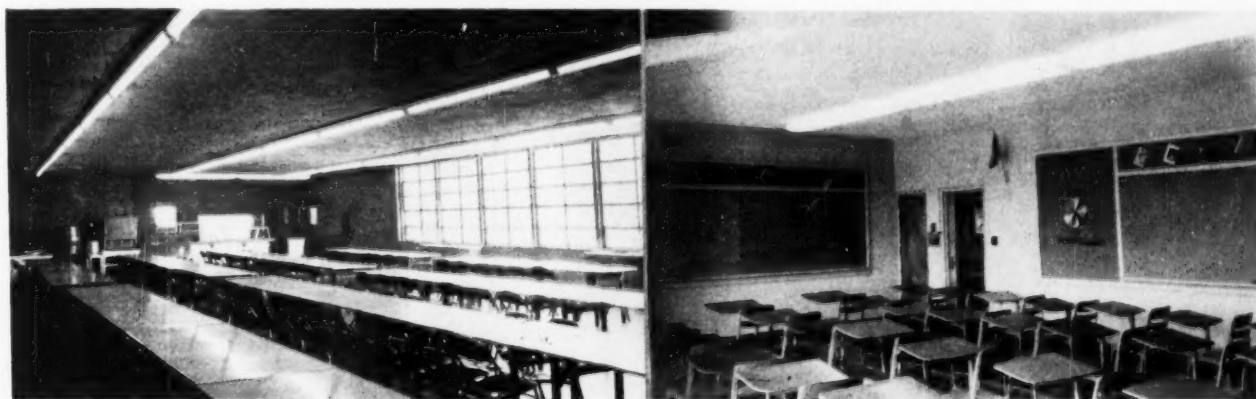
The Heating System

The heating system is of low-pressure vacuum steam type. The homemaking room, toilets, dressing rooms, kitchen, and auditorium have forced ventilation. Each classroom and laboratory has a thermostatic controlled unit ventilator, encased in matching cabinets extending from wall to wall beneath the windows. The air circulates from the classrooms, through louver doors and through the lockers in the corridors and out above the corridor ceilings. Circulation is induced by roof ventilator fans. This arrangement provides three complete changes of air in each classroom each hour. The gymnasium is heated by unit heaters and has a 30-inch exhaust fan in each end. The lighting throughout is of the fluorescent, slim-line, instant starting type.

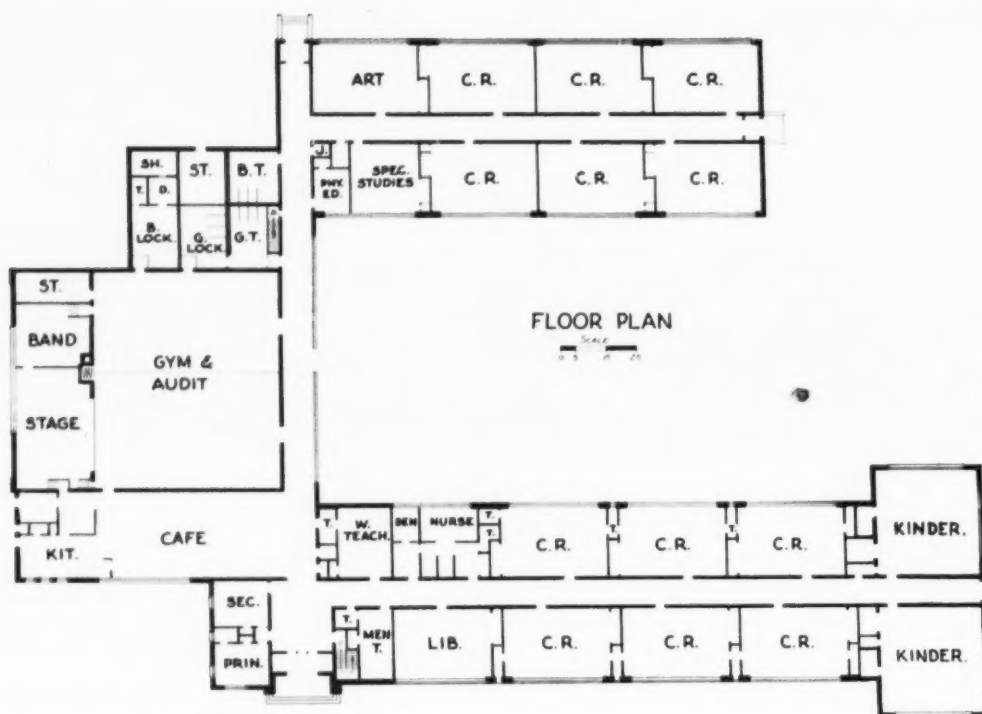
Pastel colors are used on all walls. The furniture is natural finish, except in the commerce department, which is gray.

The total amount received from bonds was \$500,000. In addition, some \$11,000 was avail-

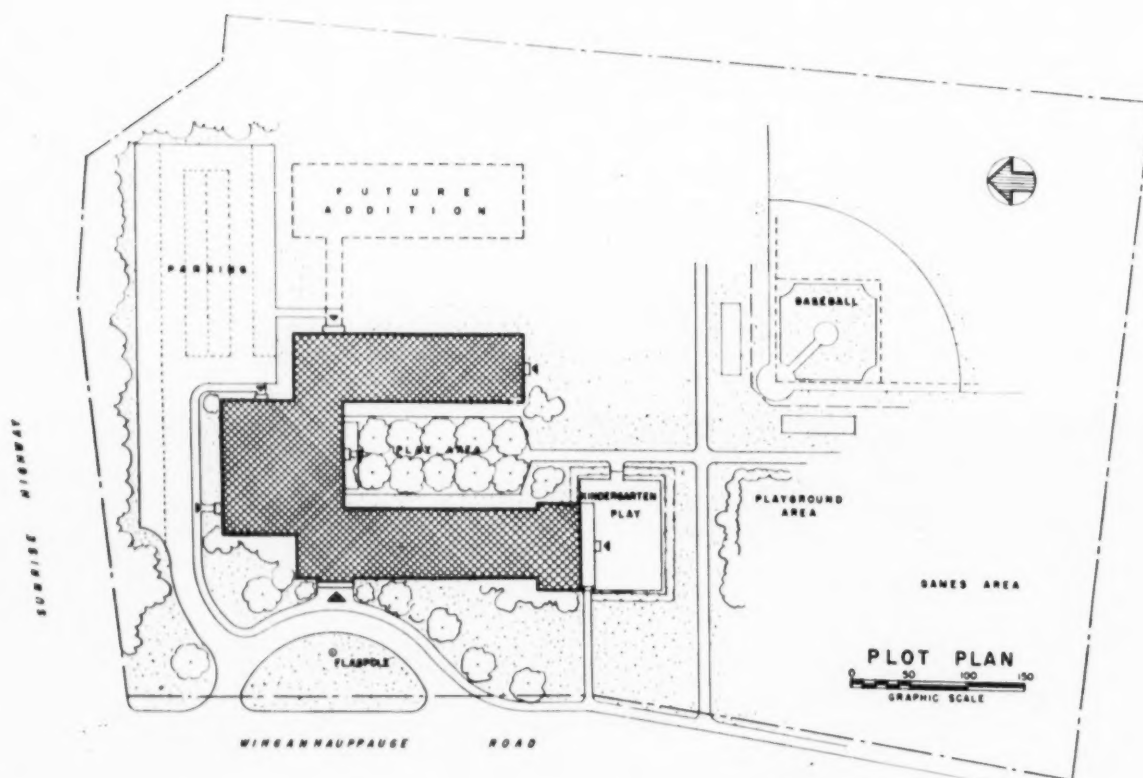
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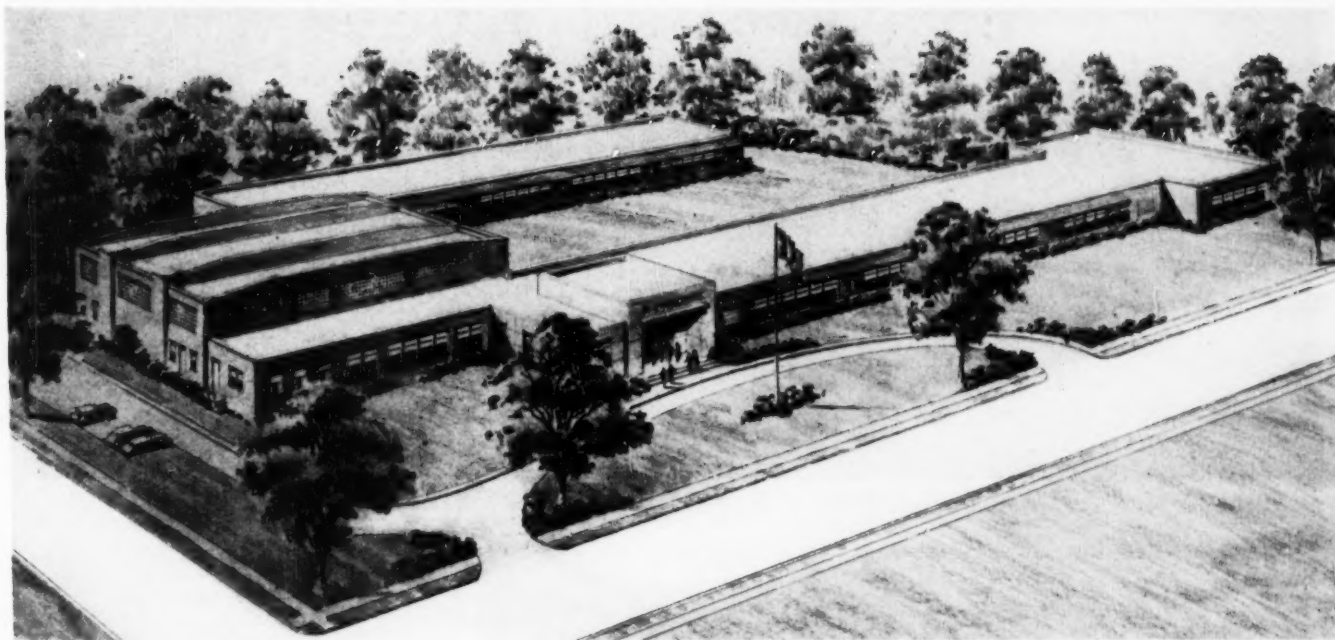
Left: The flexible, fully equipped cafeteria; right: a typical classroom.



Floor Plan, Islip Elementary School, Islip, Long Island, N. Y.—J. O. Ross Associates, Office of York & Sawyer, Associated Architects, New York.



The development of the Islip Elementary School site will permit the arrangement of an addition, a parking area, and a complete playground.



Architect's Aerial Perspective, Islip Elementary School, Islip, Long Island, N. Y. Charles B. Cosman, Supervising Principal, Islip High School. J. O. Ross Associates, & Office of York & Sawyer, Associated Architects, New York.

Generously Planned —

ISLIP Elementary School

Completed in the early winter of 1953-54, the Islip Elementary School, Islip, N. Y., represents careful planning for a generously conducted kindergarten and elementary school program for 450 children.

In addition to two kindergartens, measuring 34 by 35 ft. each, and 12 classrooms, measuring 23 ft. 5 in. by 35 ft., the building includes as teaching areas, an art room, a special studies or craft room, a library, an auditorium-gymnasium, a cafeteria with kitchen attached, a band room, administrative and service rooms, and a nurse's suite. The auditorium-gymnasium may be divided by a steel folding curtain. The classrooms for the lower three grades and the kindergartens have separate built-in toilet rooms.

The construction is brick, concrete, and steel; all inner walls are plastered and ceilings are treated acoustically. The heating throughout, except in the auditorium-gymnasium, is radiant, with hot-water coils in all floors.

The construction cost \$725,000; the furnishings, equipment, fees, and landscaping were provided at a cost of \$125,000, making the total cost \$850,000. The unit cost was \$18.68 per square foot, or \$1.25 per cubic foot.

The educational planning was directed by Charles B. Cosman, supervising principal of the Union Free School Dist. No. 2, Suffolk County, Islip, N. Y.

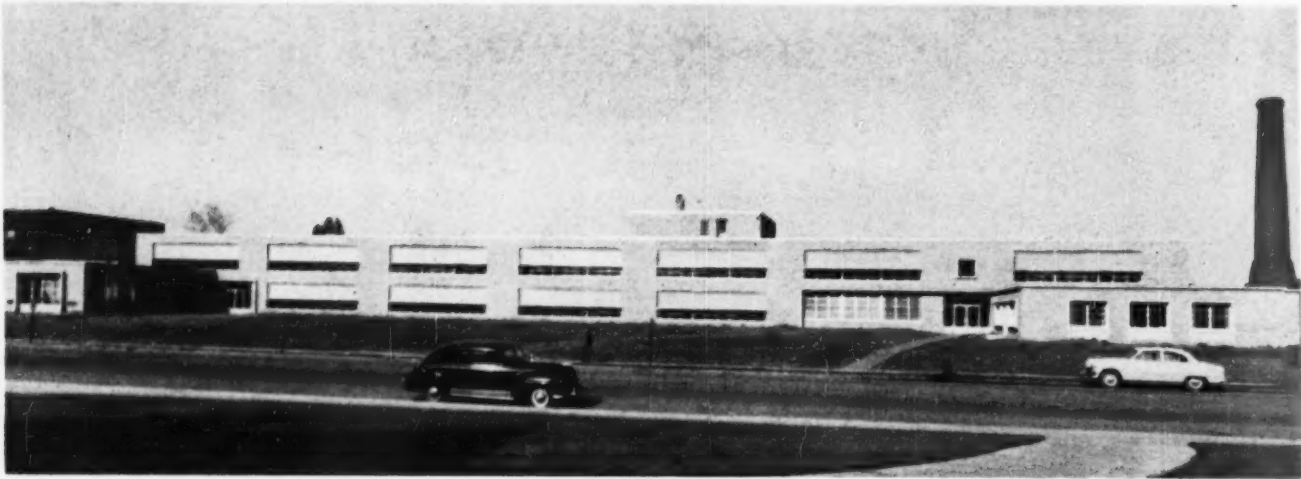
The school board which directed the work

included Peter Igoe; William C. Muth; C. T. Williamson, president; Hubert Monroe, clerk; Kurt Ochs; and Lawrence Fischer, vice-president.

Architectural planning and engineering services were provided by John O. Ross Associates and the Office of York & Sawyer, New York, N. Y.



The Building Committee included (seated, left to right): Peter Igoe; Wm. A. Muth; C. T. Williamson, president, Board of Education; and Hubert G. Moore, clerk. Standing are Kurt Ochs, left, and Lawrence Fischer, vice-president.



Front Exterior, Blaine Elementary School, Superior, Wis. — Hansen & Dobberman, Architects, Superior.

For Double Service —

North Country Elementary School

*Leslie W. Johnson**

Flexibility was the key for planning the new James G. Blaine elementary school in Superior, Wis. When population trends are uncertain, provision must be made for adjustments to the trends.

Each room on the first floor is equipped with boys and girls' toilets and washing facilities. There are drinking fountains and slop sinks with closet and cupboard storage space so arranged as to convert any room on the ground floor into a kindergarten or a classroom for any of the primary grades. Chalk board and bulletin board panels are adjustable as to height and are interchangeable. The floors are covered with asphalt tile. The 10-foot ceilings are covered with acoustical tile. Walls are cinder block. The directional glass blocks have insulation qualities as well as diffusion of light. Aluminum awnings are placed above the plate glass panels to shade the floor area when the sun is low during the winter months.

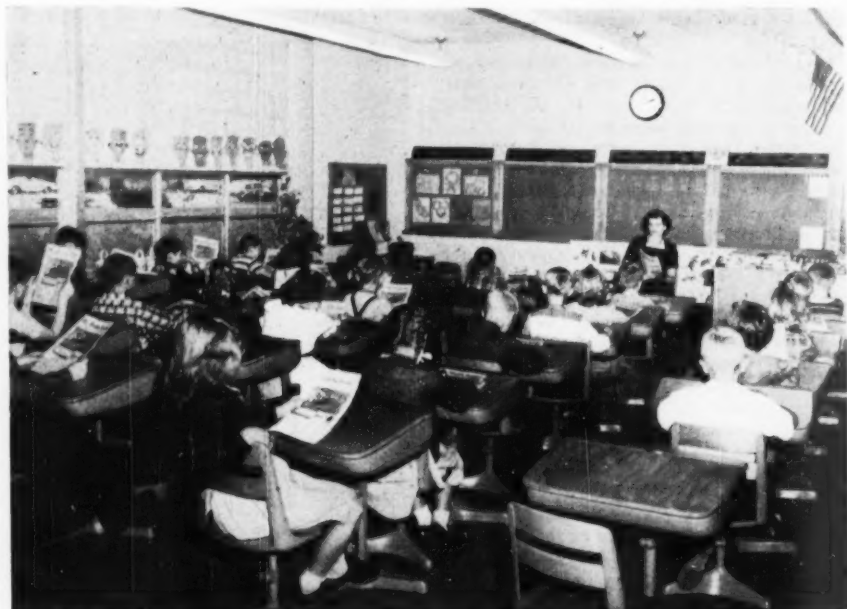
Fluorescent artificial lighting with 40 per cent reflection against the ceiling and 60 per cent downward provides 56 foot-candles in all parts of the room.

Wardrobes are provided in the classrooms on the first floor for children's winter wraps. These are ventilated with forced air.

The second floor can be used for either intermediate grades or junior high school. On this floor the furniture and equipment are adjustable. There is a drinking fountain and a work sink in each room. The classrooms are equipped for the "self-contained" program. The lockers in the hallway (304 feet long) are

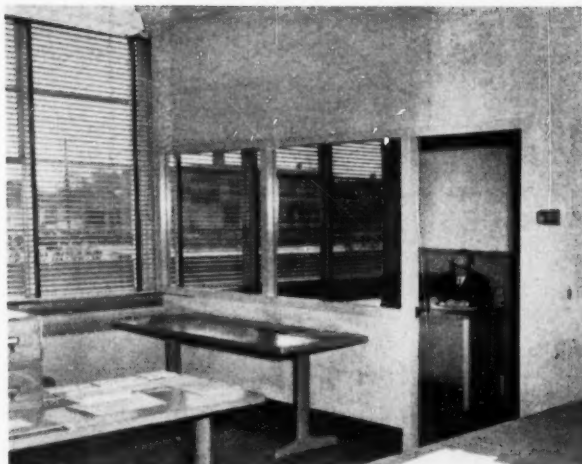
ventilated with forced air. Central toilets are provided for this floor level. Here again the junior high school may be departmentalized or "self-contained."

A combination auditorium-gymnasium is fitted with instructional equipment for a differentiated activity program of physical education.



This third grade classroom has its own drinking fountain, toilets, and work area.

*Superintendent of Schools, Superior, Wis.



Left: The principal has privacy but can view the entrance and corridors from his desk. Right: Another view of the activity room.

Each floor has a teachers' rest room. The soundproof health room which has a separate entrance and waiting room is near the principal's office.

The library on the second floor is furnished and stocked with books for children of all ages. This collection supplements the classroom libraries.

On the north side of the building is a lower floor with three rooms. Two are used as unclassified classrooms, one for boys and one for girls. The third room is an "activity room." It is used for physical education, scouts meetings, large art projects, and evening meetings of civic groups. This floor level has shower rooms and toilet areas. There is an exit from this level to an approximately eight-acre play area. The building can be closed off so as to confine those who are participating in recreational activities to the use of the activity room, the toilets, and the showers without disturbing the rest of the building.

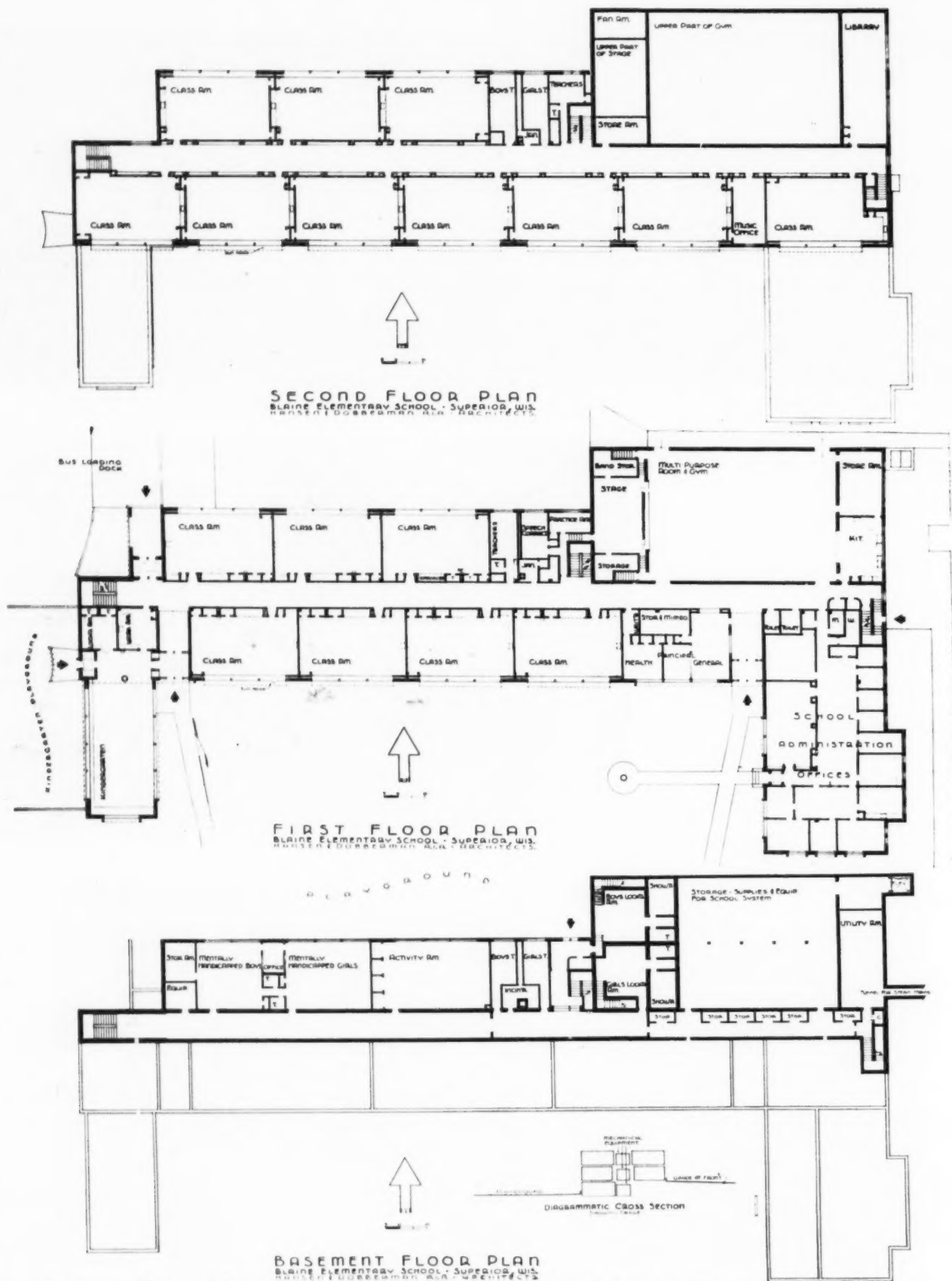
The building is heated from a central heating plant in a vocational school located east of the elementary school. Condensation meters are used to determine the proportionate costs for heating the two buildings.



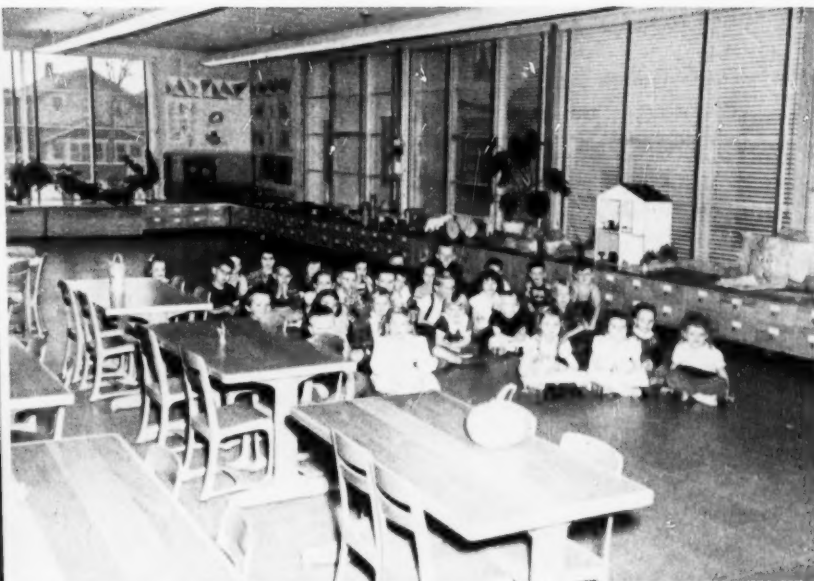
The activity room serves as a playroom, gymnasium, and meeting room.



Left: The storeroom clerk loads and unloads the delivery truck with the aid of a freight elevator. Right: The stockroom for the city system is under the gymnasium.



Basement, First, and Second Floor Plans, Blaine Elementary School, Superior, Wis. — Hansen & Dobberman, Architects, Superior.



Left: The kindergarten teacher has her own workroom. Right: Radiant heating keeps the cork floor of the kindergarten at even temperature.

When the decision was made to replace an old elementary school with a new building, the problem of providing city school administration offices was raised. The administration offices were housed in a section of the old building. The architects advised the construction of a separate wing attached to the east

end of the building. The plan was developed for a separate ventilating system, heat line, and rest-room facilities. A special entrance helped to make the wing a unit apart from the school. The problem of a central storeroom for the school system was solved by excavating the area under the gymnasium. An elevator to

an outside loading platform assists the storeroom clerks in loading and unloading heavy and bulky deliveries.

The building has no special artistic features. It is classified as functional with simplicity as the key to the design and finish.

Safeguarding Schools Against Fire Dangers

*N. L. Engelhardt, Sr.**

During the past two decades, public schools have not experienced any of the horrible fire and explosion disasters which brought death to so many pupils, teachers, and even citizens in the early part of the century. The memorial schools that grew out of the ashes of those destroyed will long stand as witnesses of past indifference to child safety in schools. The newspaper headlines announcing the number of dead aroused parents and citizens to positive measures and definite action against repetition of the holocausts.

Protective legislation was enacted in state capitols and local authority was strengthened to ensure safety in new construction, the elimination of local fire hazards, regularity in fire drills, and the improvement of school housekeeping.

Caution Vanishes With Time

However, the people forget. New laws do not enforce themselves, and the school safety bulletins of the anxious years grow ineffective with time. The mere fact that the unfortunate

school fires of the past have not been repeated in recent years does not mean they will not occur again. Even though the major causes of past disasters have been removed in large measure, fire seems to find other sources of origin. The National Board of Fire Underwriters constantly is calling attention to this fact in the reports of the unbelievably large number of "fires daily" in the schools of America.

Every school board would build confidence in the parents of local children, if periodically during the year, there were required a comprehensive administrative report on school safety and the measures currently taken to eliminate hazards. Such a report might take the form of a consolidated check list for the school system covering the many items to which attention has been given. The number of "fires daily" is an unsatisfactory national record. Only by positive action by many school boards can that record be reduced appreciably.

It has been the writer's privilege to have surveyed many school buildings over many years in all parts of the country. The evidence is that many major fire hazards still exist. Upper-floor auditoriums with inadequate exits

are today being used by hundreds of children. Storage closets under combustible stairways have unfortunately not been removed. Unprotected wooden beams located directly above heating apparatus are frequently found. Non-fire-resisting containers of inflammables seem to instill no immediate fears. Fire escapes, so called, to which entrance is made with difficulty and from which children may never escape in case of danger, still hang on exterior school building walls as evidence of past parental fears. The illustrations may be multiplied. They call for early authoritative action. Postponement may spoil the national record of a decade of freedom from a major calamity.

School systems may well follow the example of the board of education of San Francisco of whose schools the Fire Prevention Bureau makes inspections and reports at regular intervals. The details of such reporting appear in the following list of reported items. The report covered the schools in existence before 1947. Many of the items refer to specific situations in various schools. In all new construction since that time the architects have followed the advice of the Fire Inspection Bureau. The maintenance work in the schools

*Engelhardt, Engelhardt, and Leggett, Educational Consultants.

is advanced with the purpose of wiping out every possible hazard at the earliest moment. Any school system could add its own items to this list and produce an effective basis for reporting and assuring improvement.

TYPES OF FIRE PROTECTION PRECAUTIONS

1. All soda and acid extinguishers should be recharged annually.
2. An adequate fire alarm system should be provided.
3. The door between storeroom and basement hall should be metal clad.
4. Wood panels in doors of fire hose boxes should be replaced with plain glass.
5. There should be fire doors for both sides of the division wall separating new and old buildings.
6. Automatic fire shutters should be kept in good repair.
7. Extinguishers should be provided for cooking classes and cafeteria kitchens.
8. Fire doors must be kept in good repair.
9. Large glass panels should be provided for hose-reel boxes.
10. A sprinkler head is needed for all waste chutes.
11. Any missing or rotten hose and nozzles should be replaced; also, caps and chains, drains, valve wheels, and packing gland nuts that may be missing on standpipe systems.
12. There should be foam extinguishers in paint rooms in woodwork shops.
13. Each electric switch panel should be provided with pyrene.
14. Fire extinguishers should be provided in all danger areas.
15. Pyrene extinguishers should be provided for electric motors, etc., in boiler rooms.
16. One-gallon pyrene extinguishers should be provided for machine shops.
17. Hose reel cabinets should be equipped with handles for opening them.
18. Projection rooms should have more than one means of egress.
19. There should be auxiliary fire alarm boxes connecting to the city fire alarm system.

Suggestions for Improving Existing Shops

1. Space should be provided for welding tanks on wheels in machine shops.

2. Sprinklers for sawdust bins should be installed or bins kept in a location outside pattern shops.

3. Oxygen and acetylene tanks in machine shops should have chains to keep them from falling.

4. Metal lined doors leading from shops and door checks to keep them closed should be provided; also, wire glass for shop windows.

5. There should be an ample supply of dust collecting bags for shops.

6. Welding machines should be at a good distance from spray booths. Welding stations should be at least 6 feet apart and all acetylene and oxygen cylinders stored outside of main buildings.

7. A good sprinkler system should be installed in the shop area.

Auditorium and Stage Needs

1. Aisle lights should be kept in good repair.
2. Switchboards for control of stage and house lights in auditorium should have protecting hoods over them to protect them from falling objects.
3. Asbestos curtains should be self-closing. Stage crews should not be relied upon to lower asbestos curtains, as in most cases, these crews are students.

Advice on Exits and Passageways

1. Seats should be removed from rooms so that at least 3-foot aisles will be maintained.
2. There should be no night latches on any doors.
3. Doors should be equipped with the type of lock that children can open readily.
4. There should be direct passageways to fire escapes from halls, so that students need not pass through rooms.
5. Anything blocking passageways should be removed.
6. Sticking doors with panic locks should be repaired.
7. There should be no obstructions around classroom doors.
8. There should be no sliding bolts on any doors leading to fire escapes or elsewhere.
9. Fire escapes should be cleaned and repainted when rusty.
10. Windows adjoining fire escapes should be of wire glass.
11. Doors leading to fire escapes should not be weatherstripped.

12. Classrooms having double doors should be provided with a single door, or panic locks installed on existing doors.

13. Stairways should be enclosed.

14. All classrooms which give access to fire escapes or emergency exits should be kept unlocked at all times.

15. Any broken or missing handrails should be replaced.

16. Partitions hampering egress from any rooms should be removed.

17. Panic bars should be provided for all exit doors.

18. In all rooms used for large gatherings, 5-foot exits, opening outward, should be provided.

19. Any locking bolts from secondary doors should be removed.

Precautions for the Engineer's Domain

1. There should be no fenestration between boiler rooms and any rooms used for student purposes.
2. Emergency hatches should be kept unlocked.
3. Boiler rooms should be enclosed from shop buildings.
4. The inside of door to water heater closet should be lined with metal.
5. The asbestos covering on boiler should be kept in good repair.
6. Arrangements should be made for garbage removal at least three times a week or an adequate supply of metal covered cans provided.
7. Sufficient ladders and escape hatches or doorways from boiler rooms should be provided.
8. Door checks for boiler room doors and all exit doors should be provided.
9. Spark arrestors on incinerator smoke flues should be replaced as necessary.
10. Standard fire doors should be installed between boiler rooms and fan rooms.
11. Doors to boiler rooms should be metal covered on each side and door checks provided.
12. Shields should be provided on back of incinerators to seal off chute.
13. The plenum chamber should never, under any circumstances, be used for storage of any kind. The door into this chamber should be kept locked, and only the engineer should have access to the same.
14. Oil burners should have automatic shut-offs.
15. Doors to boiler rooms should be of the self-closing type.
16. All incinerators should be kept in good repair, including chimneys.

Containers Must Ward off Fires

1. Paints, oils, lacquers, thinners, etc., should be stored in approved lockers wherever they are kept. This includes art rooms, shops, boiler rooms, and stage scenery make-up rooms.
2. Where auto shops are maintained, sand in barrels should be provided and an aisle kept clear and of sufficient width to remove any car at any time. No gasoline is to be used for cleaning parts or kept in any container except an approved one.
3. Approved safety cans should be provided for all explosive materials.



Beyond Help — A Complete Loss



Even one-story school buildings will burn.

4. Covered metal cans of self-closing type should be used for storage of paint rags.
5. Sawdust bins should have metal covers.
6. Trash cans should be kept out of stairways and halls.

Safeguard Ventilation in Every Way

1. Ovens of ranges should be vented separately from grease flues.
2. Gas ranges should be equipped with separate vents.
3. There should be no vents from classrooms to attics.
4. There should be no room vents from attic areas.
5. Caps for all unused stove vents should be provided and all gas ranges properly vented.
6. Boiler rooms should be ventilated so that doors can be kept closed as required.
7. Air ducts from rooms should not terminate in attics.
8. Vents from cafeterias should extend over the roof.

Lights and Signs Should Expedite Passage

1. All exit doors should be kept serviced so that they work properly at all times.
2. Main switch boxes should have wire glass.
3. Proper signs and lights for all exit doors must be, if not already, installed.
4. Proper signs for exits to fire escapes should be provided.
5. Indicator lights for electric iron plug-in receptacles in sewing rooms should be installed.
6. Gas shutoffs should be properly marked.
7. Main electric switches should be enclosed in metal cases.
8. Signs for emergency switches should be provided and automatic release systems of fire doors kept in good repair.

Eliminating Inflammables

1. All scenery, properties, etc., used on stages of auditoriums, must be flameproofed to comply with the state and local laws.
2. Floor oil should not be used.

3. All drapes, curtains, etc., that are not flameproofed, should be so treated and a certificate of flameproofing sent to the Fire Prevention Bureau.

Some Guides for Storage

1. All storage of chairs, settees, and other furniture in classrooms should be eliminated, and such articles removed to a fireproof storeroom; all unusable items in storeroom should be removed from the premises.
2. Cots for kindergartens should not be stored in hallways; a room should be provided for this purpose.
3. There should be no excess storage of useless materials in cloakrooms, boiler rooms, basement areas, and backstage areas. These should be removed from the premises.
4. The ceiling and walls of storerooms should be of metal lath and plaster.
5. There should be adequate storage space for supplies provided so that materials are not stored in miscellaneous rooms or spaces.
6. Storage in areaways leading to yards should be partitioned off from areas used for travel.

Checking and Improving Wiring

1. Switchboxes should be renewed as necessary.
2. Loose electric drop or extension cords should be removed and installed in proper conduits.

Admonitions for Future Construction

1. Doors in attic fire-break walls should be equipped with latches so that doors will stay closed.
2. Cooking rooms should not be located under stairways.
3. Switchboards should be protected by grills.
4. Metal should be placed beneath gas heaters.
5. No collapsible gates should be allowed on stairways.

6. Windows should be so constructed that they will close automatically in case of fire.

7. Missing boards in attic fire partitions should be replaced.

8. A trap door should be provided for an opening to the attic.

9. All doors to dumbwaiter shafts should be metal lined.

10. Bulletin boards should be secured to walls in an approved manner.

11. Walls behind ranges should be protected against heat.

12. There should be no incinerator openings into passageways.

13. Where there is exposure to neighboring frame buildings, the windows on that end of the school building should be of wire glass.

14. Any plumber's access space behind toilet rooms should be sealed off.

15. Pottery kilns should have proper fire-proof protection underneath.

Do not Fence Them in

1. All gates to all schoolyards should be kept unlocked during hours school is in session.
2. Any yard areas reserved for kindergartens should be provided with emergency exits.

3. Adequate means of egress from yard areas should be provided.

In Summary —

Here then, is a list of 116 items that have come out of one year's inspections of school plants. Every school system would find its own list at variance with this because of different past emphasis or a different use of maintenance funds. The list does not pretend to be all-inclusive. It simply shows what should be done. If the schools of America could carry out these suggestions, the annual total of school fires would probably be reduced by half, at least.

The results would be worth the effort. Let no child's life be lost or his body maimed because of indifference or neglect toward the problem of protection against fire. Let the program be definitely that of prevention.

A Planning Approach to School Enrollment Forecasts

Abe Gottlieb*

Although urban planning in the United States is almost entirely a twentieth-century phenomenon, a very substantial number of communities throughout the country are currently participating in some aspect of planned development. By far, most of these localities have not proceeded beyond a rather simple zoning program designed primarily to preserve property values, but a growing number of larger municipalities have been devoting serious attention to their land-use patterns, street and transportation systems, housing and slum clearance possibilities, recreational facilities, and other comprehensive aspects of community living.

Planning for desirable school locations and for adequate classroom space is one important activity in the process of guiding the urban area toward optimum development. Nevertheless, long range school-plant programming has advanced slowly on the state and city level. In a postwar study of the Council of State Governments, it was disclosed that only a few states had "systematically projected the need for additional facilities by means of a thorough analysis of the existing school plant, supplemented by reliable estimates of school population and enrollment trends."¹ An auspicious beginning, however, is now under way and 45 states are engaged in a federally coordinated School Facilities Survey with an ultimate objective toward a long range master plan for state programs of school-plant construction. Local planning commissions have also, on the whole, paid insufficient attention to the long term needs of their school plant. In the postwar plans of 146 cities, as reported by *The American City* in 1944, only 21 included planning for schools.

Over vs. Under Building

The preparation of a school building program should include a thorough analysis of school needs, a process in which enrollment forecasting is a major element. These projections can have meaning only if they are developed in the light of all factors that affect enrollment levels. A mere mechanical projection of enrollments might suffice only in a completely static community, but it does not seem likely that such an area actually exists. In addition to examining and evaluating the factors that produce significant population changes in the community, school planning

in any growing city, town, or village must be done in closest harmony with the over-all planning of the area.

There can be little doubt that programming to meet expected pupil loads should be a major concern to school planners and authorities. On all governmental levels, it is becoming increasingly apparent that an inaccurate estimate of future enrollments, or no estimate at all, could result in either a costly or wasteful overbuilding program or in a serious lack of school facilities at a time and place when they may be needed most. In the first instance, the community is left with empty or half empty classrooms, a bleak reality when population declines are not anticipated. In the second place, the municipality could face the not unfamiliar situation of a school-plant shortage, with its attendant evils of double or triple sessions, crowded classrooms, pupil transportation problems, and a general adverse impact on the level of instruction. A disregard of local area considerations could (and probably does) plague the community with both horns of the dilemma; i.e., a sharp under-utilization of school capacity in some districts and heavy overcrowding in others. Money spent on underutilized capacity is wasted while failure to provide school seats when and where they are needed is false economy which must be dealt with at a later date and often at a greater cost.

In the larger urban centers, a projection of future school needs should be based on a comprehensive or city-wide analysis of the existing school structures, their capacities and locations, and an evaluation of additional school plant (both new buildings and modernization) needed to meet an estimated total school population. This over-all point of reference provides the planner with (1) a quantitative measure of the entire community's school enrollment possibilities, (2) an insight into the possible relationship of the school budget with the rest of the capital expenditures program, (3) a basis for evaluating local or district needs in relation to the city wide problem, and (4) an intelligent justification for a school priorities schedule. These important factors would, obviously, not emerge if school planning were to proceed on a "piecemeal" or fragmentary basis.

While it may be a relatively simple matter to choose school sites away from hazardous and heavy traffic centers, industrial concentrations, steep terrain, etc., it requires a much more conscious planning orientation to assess and provide for the impact of the physical and social growth of the community on site

selections and school capacities. Major land-use changes, contemplated arterial highways, new or rerouted transit lines, large scale housing developments, and similar long term capital programs cannot safely be ignored by school planning authorities. Their interdependence with the city's existing and projected school plant is clear cut and calls for an integration of school and city planning that can best be achieved by a close working relationship between the school board and the local planning agency.

Basic Background Factors

Some of the underlying problems of school capacities are a heritage of both national and urban trends during the past two decades. The postponement of school construction during the depression and war years, as well as the inadequate size of many school buildings constructed in the 1930's when the birth rate was low, has had a serious repercussion in many communities. The sharply rising number of postwar births has, of course, complicated this problem.

Another basic consideration that cannot be overlooked is the volume and direction of residential mobility, particularly during the past decade. Actually, the growing tendency for people to move about has become an important factor in assessing school-plant needs. Studies by the Bureau of the Census indicate that from 1940 to 1947, more than 13 million people moved from one county to another within the states and more than 12 million moved from one state to another. A substantial part of this movement has been from the central cities outward toward the suburban counties of most metropolitan areas. During the past decade, the central cities of these areas have shown a 13 per cent population gain compared with a 35 per cent rise for the suburban counties. In addition, the long term migration trend from farm to city, checked by the depression of the 1930's, has continued during the 1940's. From 1940 to 1947, the farm population declined 12 per cent, a loss of about 3,235,000 persons.

Significantly enough, residential mobility was particularly widespread among young parents and children. About 28 per cent of all persons 18 to 34 years of age and about 21 per cent of all children from the ages of 1 to 13 moved between March, 1949, and March, 1950. In this one year period, approximately 17 per cent of the entire population changed their place of residence. As a result of these shifts, many communities have been forced to revise and

* Whitestone 57, N. Y.

¹"Planning for School Capacities and Locations," Planning Advisory Service Bulletin No. 36, American Society of Planning Officials.

accelerate their school-planning programs. Some areas, particularly those that received a war stimulated industry, a military installation or a new commercial activity, were faced with a sharp and immediate school plant shortage.

Phenomenal Enrollments Coming

The phenomenal rise in postwar births ought to be clearly understood in terms of its impact on current school enrollments. Viewed realistically, crowded schools can hardly be attributed to this factor alone since its effect is only now first beginning to be felt. In a 1952 report of the New York State Commission on School Buildings, it was indicated that elementary school enrollments for the 1951-52 school year in the state were no higher than in 1936-37 and that there were over 100,000 fewer children in elementary schools than during the peak year of 1931-32. High school enrollment throughout the state was generally at the lowest level reported in 20 years. Nevertheless, despite this moderate enrollment volume, the need for additional classroom space has far outstripped our current school capacity.

Our elementary school population, however, will rise precipitously in the next few years. School boards and planners in this field cannot ignore the fact that the 1940-50 decade has witnessed a remarkable upswing in the number of births throughout the nation, a phenomenon that has hardly abated. At its decade peak in 1947, about 3,818,000 children were born compared with 2,558,000 in 1940, and estimates of the National Office of Vital Statistics place the 1951 total at 3,833,000, an unexceeded all time high. With the postwar enrollment crest beginning to reach the entrance grade, school construction during the postwar years has not only failed to catch up with the backlog of deferred demand but has provided no "cushion" for large scale enrollment increases. In New York City, a long term forecast of grade school enrollments indicates that pupils in grades one through eight are expected to increase by 160,000 during the period 1951-60, a gain of more than 55 per cent over 1950 enrollments. An understanding of the effect of postwar births should be valuable, not only in helping determine future classroom needs, but in underlining the peak or critical enrollment years for the elementary, junior and senior high school grades so that a very useful flexibility in school plant may be designed to meet the enrollment crest as it reaches each school level.

Planning Factors in Enrollment Forecasts

The preparation of enrollment forecasts usually begins with an examination of past trends in the number of resident school-age children (when this information is available), annual births and deaths, enrollments by grade and residential construction volume. However, the intelligent projection of these trends into the future cannot be based simply on a mathematical extension of past tendencies. There may be isolated exceptions but most

communities have dynamic qualities of growth and change which must be carefully considered. Regardless of whether these factors are inherently local, whether they result from the relationship of the school district with the larger community of which it is part or whether they are national in scope, the projection of historical data should be based on verifiable assumptions concerning the volatile elements in the area under consideration. In effect, a number of interrelated factors have to be analyzed and assessed if projected data are to have a basis in fact.

1. A knowledge of trends in births and deaths is fundamental in developing school-enrollment forecasts. In this respect, a number of assumptions concerning the probable effect of political, social, and economic factors on the local birth rate should be postulated. This may involve such national and regional considerations as continued prosperity or business decline, changes in the level of marriages, etc., and such international elements as the prospect of war, peace, and "cold" war. In addition, assumptions regarding future trends in the annual number of marriages, rate of family formation and dissolution, family size, and the availability of housing should be made since these factors bear a close relationship to the birth level. The effect of in-and-out migration on the number of births should be studied closely because an influx or departure of newly married couples, racial and ethnic groups with traditionally higher birth rates than among native whites, and similar selective mobility patterns may be the cause of a substantial numerical change in the school-age population.

2. If in-and-out migration rather than natural increases or decreases have been mainly responsible for population changes and if it is expected that this factor will continue to be significant in the future, a detailed analysis of migration trends and possibilities of the area should be undertaken. In many respects, this is one of the most elusive characteristics to formalize. Nevertheless, census data, annual resident birth and death information, utility records, and similar sources should be used to measure past trends. The assumptions regarding future mobility will have to be concerned with all the major factors that stimulate migration into or out of the school district or community. These include the quantity and availability of vacant land as well as the adequacy of housing, transportation, and all other community facilities that play a part in determining residential mobility. The school planner should be particularly sensitive to contemplated changes in these local services and their possible effect on the volume and character of migration. A very significant spur to in-migration is an expanding business and industrial economy which requires an augmented labor force. Some relevant patterns of past and expected future growth are contained in an economic base study of the community and, wherever available, this should be examined. Contact and consultation with Chambers of Commerce, trade associations, and employment services should be maintained to

gauge the additions to existing establishments and new plant move-ins.

Changes to Be Anticipated

The age, occupations, and racial and ethnic character of future in-and-out migrants ought to be determined as accurately as possible. A "new" community may be receiving recently formed families with a high proportion of preschool age children and a good potential for a continued high birth rate. Similarly, non-white or Puerto-Rican in-migration might make a substantial difference in the child-age population of the area, and even the relationship between family size and different occupations should be considered if it is clear that a basic change in the occupational character of the labor force is taking place.

3. Important physical aspects of the school area may be changing and stimulating trends which will ultimately affect the size of the school-age population. Some of these can be basic such as the development of new land uses; i.e., the transforming of a residential area into a commercial or industrial district or a zoning amendment that allows multi-family structures in a hitherto single family house neighborhood. Even less drastic changes can have pronounced effects on the number of children between the ages of 6 and 15 residing in the community. The impact of a slum clearance or urban redevelopment program, new arterial highways, transit lines, and similar improvements should be carefully analyzed for their effects on the size of the future school population of the district or area under consideration.

4. Since housing trends are a particularly sensitive barometer of community growth, enrollment projections should be guided, in part, by the past trends and future possibilities of residential construction. In the first place, it may be possible to ascertain the areas of population growth (and, in many instances, of acute school needs) by an examination of the comparative rates of dwelling-unit construction in various sections of the community. However, considerable care should be exercised in deriving the projected enrollment pattern in those neighborhoods that are rapidly expanding their housing stock since these districts may show an early peak and a subsequent falling off of school-age children.

In addition to the locational or site aspects of the school plant, the volume, pace, and characteristics of residential construction bears a close relationship to the future total population of the area. For example, it may be worth while to determine the availability of vacant land that can be developed for housing sites in the next ten years and if the size of single family plots is regulated by zoning requirements, some "limits" to the population growth of the community can be postulated. When related to the estimated number of children per household or dwelling unit, this information should condition the selection of the forecast pattern. Furthermore, the predominant type and tenure of ownership of newly constructed units are important elements to be

(Concluded on page 110)

THE AMERICAN School Board Journal

A Guest Editorial

A DANGEROUS EDUCATIONAL GROWTH

DURING the past three years there have been difficulties in city school systems which have caused widespread discussion. The exact basis of the problems has not been clear, and the statements from one side did not seem to relate to the charges from the other. This has been true both on the administrative side of education in the dismissal of several school superintendents as well as in the more strictly educational discussion of the context of the school curriculum. Sometimes the claim has been made that what is being done is a kind of mystical social engineering. An esoteric vocabulary is used, with such terms as "group dynamics," "intercultural relations," and many others. Let us try to see what is happening.

A Child's Wise Attitude

Members of school boards might very well seem bewildered by such problems, when they are to be faced. But the only wise attitude of the school board member is that of the child in the old German story of the weavers who were weaving a golden garment for the king, so fine it was not perceptible. When the king put on the garment, as it were, the child's comment, "The King is naked!" broke the spell.

Infiltration in Business and Government

The surprising phenomenon is the way this identical thing is happening among the high executives in business and in the Federal Government. These new magicians, engaged by contracts in corporations and numerous government departments, are causing confusion worse confounded. The penetration of business is told in an extraordinary book by William H. Whyte, Jr., called *Is Anybody Listening?* Let us see how the businessman is being "taken in" by the social engineers, and perhaps we may understand some things that are beginning to happen in education.

"Group Think!"

The instruments of this effort are the "social engineers." They accept the primacy of the group; the individual is for group harmony; the end is the integration of the group. "To achieve this integration," says Mr. Whyte, "we must turn to 'scientific' techniques. By measurement and codification you enable people to find how everyone else is thinking and unthinking, and adjust accordingly. In a word group think." To make the idea more specific we quote a paragraph that might be taken from a report of an educational association.

"To this end a bewildering array of techniques and disciplines is being borrowed from social science for one great cumulative assault on the perversity of man. There is socio—drama, communication engineering, group action therapy, psychodynamics, group dynamics, spontaneity theory and training, role playing, nondirective therapy—the list grows ever greater. A recent addition is social physics—it attempts to apply the methods of physics to the study of human activities. Human beings, explains a social physicist, are observed objectively, as though they were molecules. Soon, perhaps, as one social engineer told *Fortune*, we will have this whole thing reduced to an absolute science" (p. 208).

One sees here the beginnings of the new education which a few most advanced educators have in mind, the terminology of which has made considerable advance in some educational textbooks, and the advocacy of which is still camouflaged.

Participation Does Not Mean Democracy

How does the idea work? Here we hear a word—much used in educational administration—which was thought to mean "democracy"; teachers must *participate*. And the double talk makes "participation" mean anything but individualism or democracy. "Participation" is a phase of "group think." The end is "social integration," "social co-operation," "group harmony," better interpersonal relations, reduction of "social tensions," adjustment to the environment. "One participates, to put it another way, that he may participate." And again, "By letting others decide, one decides. By subordinating oneself to the group, one becomes an individual."

This is called a "logical horror," "nowhere vulnerable to intelligence," as "impervious as a nightmare."

The Idea in The Caine Mutiny

Literature is itself affected by the new system. *The Caine Mutiny*, a best seller, expresses it in terms of the leader:

"The idea is, once you get an incompetent ass as a skipper—[described elsewhere as a 'neurotic coward']—and it's a chance of war—there's nothing to do but serve him as though he were the wisest and best, cover his mistakes, keep the ship going and bear up. So I have gone all the way around Robin Hood's barn to arrive at the old platitudes, which, I guess, is the process of growing up."

A strange concept of maturity!

And the great attraction of the SYSTEM to so many is in Mr. Whyte's opinion:

"It promises us freedom from moral choice."

"Through the worship of group harmony, buck passing a moral decision becomes itself a moral act; the system—as *The Caine Mutiny* advocates—attends to these things better than the individual and he might as well relax and enjoy it. . . . No more impalement on the horns of dilemmas. No bewildering alternatives, no inner grapplings. Measurement. Codification. And the fact will make the decision for us."

And as to the leader.

"Instead of the inspired voice of the natural leader, then, 'polls and surveys'; instead of 'intuition' . . . 'tests and scales and field work'; instead of 'inspiration' . . . optimal solutions. Not ordinary mediocrity, this, but planned, engineered mediocrity—and the social engineer's jargon is the measure of it. How else, indeed, to measure the immeasurable, to define the indefinable, to explain the inexplicable" (p. 232).

The Common Sense of School Boards

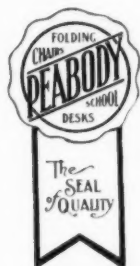
If the foregoing is understood, much that has seemed inexplicable in school board relations with some few superintendents, and the "group dynamics" and "workshops" as terms, will be clearer. A social philosophy, a relativistic ethics, is progressively infiltrating education as it has government and large business. School board members should understand the SYSTEM as outlined in Mr. Whyte's book, *Is Anybody Listening?* or Orwell's 1984.

The thing that has made school boards so effective in American life—if one quality is to be stated—has been their common sense. This will be challenged on every side. But maintaining the simplicity, directness, and persistence of their common sense, school board members will save the American school system from an undermining infiltration—with the best intentions—that would destroy it for service to the kind of America we dream of and hope for on the secure foundations of the Founding Fathers.—E. A. Fitzpatrick.

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Color for the School Plant Interior

Gerald Firth

III

In starting a program of redecoration with color a number of procedures are possible, and no one method is equally appropriate for all areas. It is considered best to involve in the planning all persons to be affected. Two ways of specifically defining the task are included here because both adhere at least partially to that principle. Each possesses points which will be helpful in most situations.

In St. Paul, Minn.,⁴ the assistant superintendent in charge of business affairs made an inspection trip to other sections of the country. Upon his return, a citizens advisory committee was assembled. The school principals held key positions. Consultations were held with teachers, particularly those of art, science (physics), and home economics, and with custodians.

John S. Warren⁵ recommends a step-wise process: The teacher should discuss color schemes with pupils of respective rooms, choosing those considered to be most adequate. Small committees of teachers then would take the results, study and revise them. A final committee for the school could meet with the administrator and his staff officers to make the last selections. Those would be turned over to a competent interior decorator who has specialized in school decoration.

Undoubtedly the selection provides an excellent educational opportunity for the children: they will have a genuine interest in and appreciation for the final product if they have a part in the determination. Teachers alone may not be able to give the necessary guidance toward proper choices, however. A rather extensive array of proposals made co-operatively by administrators and committees of parents and teachers from which the students elect may be better than having the students start fresh.

It is expensive to make changes once painting and/or other revisions are completed. Hence, working out the color scheme in miniature is a good plan, especially if radical departures are being made.

IV

Attention is demanded by many items before a color plan is adopted for an area.

Beauty must be an outgrowth of utility. "Surely without function beauty is an empty and shallow thing—the guilt that hangs heavy on many school buildings of a decade or so ago in the form of costly adornments and embellishments which contradict the frugal and honest virtues of a democratic nation."⁶

That creed of Faber Birren, famous color consultant and author, is the essential foundation for the remainder of this section. The complex considerations have been isolated here although in actual practice they are inseparably enmeshed.

Emotional or Psychological Effect.

Psychological experimentation on the color preferences of children, men and women have not been highly successful. Most of these experiments were concerned with small areas of color, the preferences for which do not correspond with those for large areas like the schoolroom. Our own experience shows that a color chosen from a small paint sample card appears much weaker when we apply it to a big object or a wall.

For genuine color preference it is necessary to have the general impression of the whole scheme—floors, wall, ceilings, windows, and draperies—the Gestalt if you please. The interior decoration of the schoolroom is far more than its individual parts; it is a unity, a deliberate psychological environment which can be created and utilized for the best of educational results.⁷

The obvious implication is that each room must be considered as a single entity. Each respective interior must be thought of as a shape and not in terms of several flat surfaces.

Comfortable and Sufficient Lighting. Color gives reality to light. The interrelationship of the two is evident from Ickis' observation that the "reaction of a human being to color is dependent, first, upon the ability of the individual to see colors. The second consideration is the color pigmentation of the object from which color sensation is derived. Third is the color quality or spectral composition of the light helping to produce the color sensation."⁸

There can be no denial that proper illumination is essential to make any color pattern effective. However, Hynds⁹ declares the New York City color program actually evolved from three educational objectives; i.e. (1) to create a cheerful environment, (2) to provide optimum visual efficiency and comfort, and (3) to provide reflecting qualities for lighting efficiency. Light is implicit in every item.

A large percentage of our school children suffer from eye defects. In addition, the posture disturbances possessed by about 30 per cent of average pupils are attributed, at least in part, to abuse of the eyes and physical efforts to see clearly. Students seated at desks toward the inner side of a classroom may receive only one-seventh or one-eighth the amount of light on desks adjacent to

the windows. Those seated at desks away from the windows may therefore be handicapped by excessive glare from the side as well as by feeble light on the working surfaces.

High reflectivity from the ceiling is important and appropriate because it is generally out of direct range of vision. White is the leading choice. Walls pose a different problem. Care must be taken to minimize glare and excess stimulation.

Most schools depend heavily on artificial illumination. Not only does the ordinary incandescent lamp provide a warmer color than daylight, but it and the various types of fluorescent tubes, which produce higher levels of illumination, do not have the same effect on the same colors.

The white fluorescent tube, which emits a light of about the same color temperature as that from the blue-bulb daylight filament lamp, may be used with cool tones in some locations and is quite suitable with neutral shades. Warm tones are advocated only occasionally.

The light from a daylight fluorescent lamp approaches that from an overcast northern sky. Any color that blends with natural daylight may be utilized. It may be desirable to increase the use of the neutral and warmer tones with this light source since the cool shades will be "grayed."

Another fluorescent lamp used in some general lighting installations is the soft white. Giving approximately the same color of light as that obtained from regular filament lamps with an emphasis on pink and blue, the soft white tube is likely to produce an unfavorable effect on light tans and yellow greens.

The average human complexion reflects about 50 per cent of light. No halos or disturbing blurs will be produced, therefore, if the wall colors have nearly the same reflectivity. Only under rare circumstances should walls reflect more than 60 or 70 per cent of the light.

As mentioned earlier, warm colors tend to excite. Other hues having the same reflection factor as the warmer shades can and are being used. These reflect "cooler" light back into the room, thereby tending to counterbalance excess warmth from artificial sources.

The ideal seeing condition, experts contend, exists when the brightness of the surrounding is equal to or slightly lower than the area of visual concentration—sheet of paper, book, or desk top. Many thus feel that desk tops should not be stained dark but should have a finished color nearer white.

Also, light walls may defeat good visibility by heightening contrasts in rooms with dark desk tops and floors. Under this condition, fairly deep tones may be demanded for the walls if glare is to be reduced and the eyes assisted in adjustment.

(Continued on page 76)

⁴M. Pleason, "Color Planning For School Interiors," AMERICAN SCHOOL BOARD JOURNAL, Jan., 1948, pp. 29-30.

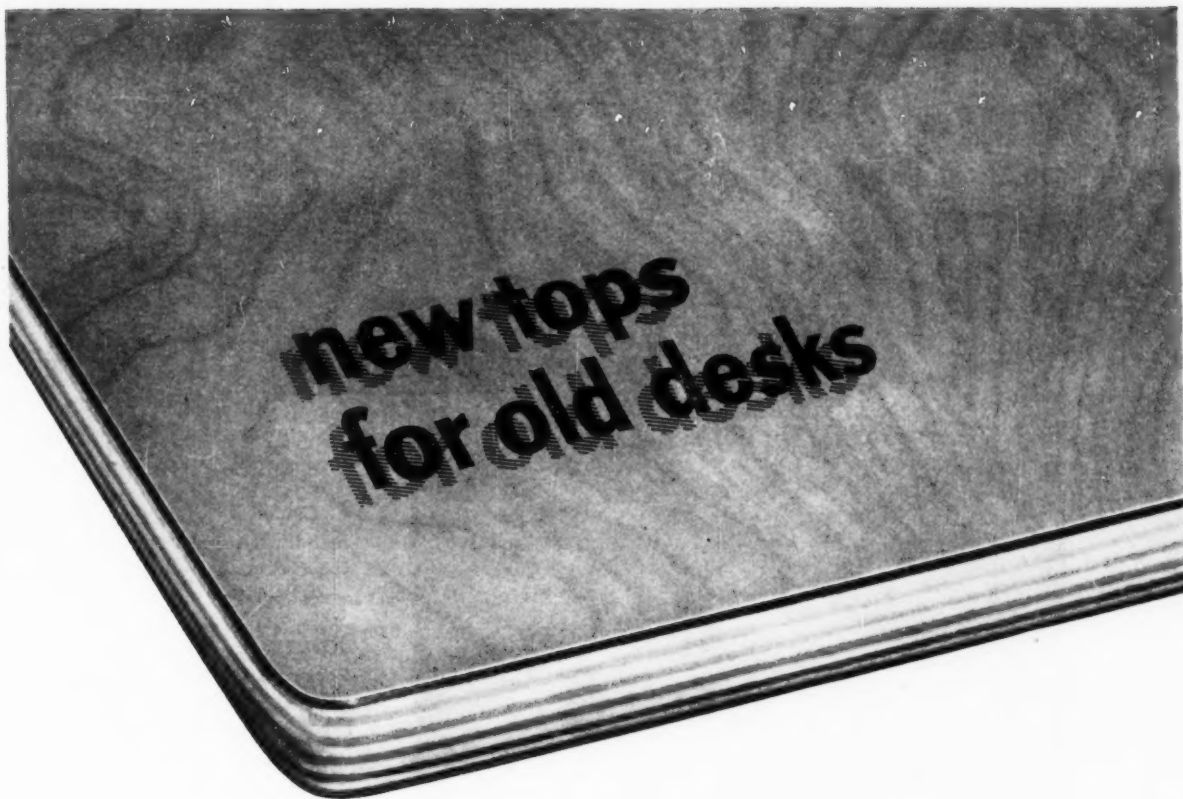
⁵John S. Warren, "The Crusade For Color," AMERICAN SCHOOL BOARD JOURNAL, Jan., 1945, p. 43.

⁶Faber Birren, "Color Must Be Functional," Nations Schools, Dec., 1942, p. 39.

⁷Warren, *op. cit.*, p. 42.

⁸L. S. Ickis, "Color Change With Lighting," Nations Schools, Apr., 1943, p. 36.

⁹Harold D. Hynds, "Right Use Of Color In The Classroom," AMERICAN SCHOOL BOARD JOURNAL, Aug., 1944, p. 30.



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SBI SIZES: 3,500 TO 42,500 SQ. FT. STEAM 

PROBLEM #1

Installation of a large boiler in an existing building with narrow basement entrance.

SOLUTION:

Spencer's Divided L-W Boiler.

Divided in half, this boiler can be moved easily through narrow doorways. Though its two watertight sections can be moved in separately, they need no welding for installation.

PROBLEM #2

Boiler installation in new building where high excavation costs make low basement ceiling imperative.

SOLUTION:

Spencer's Divided L-W Boiler.

Nearly 25% lower than conventional fire-box boilers, this boiler fits into lower ceilinged basements . . . saves costly excavation.

Other time-tested advantages of Spencer's L-W Boiler

It's self-cleaning. It's fast steaming due to special staggering of fire tubes. It can be quickly converted from hand to mechanical firing.

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Problems

PROBLEM #3

For smaller installations, provide a dependable heating boiler at low cost!

SOLUTION:

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- ☐ Spencer's Other Commercial Boiler Lines

Name _____
Position _____
Company _____
Address _____
City _____ Zone _____ State _____

COLOR FOR THE CLASSROOM

(Continued from page 72)

Black chalkboards are bad. If they are retained, they should be surrounded by deep tones instead of light ones so as to reduce contrast and minimize visual shock. Writing surfaces of a softer hue, such as tinted glass, which occupy a smaller area will improve lighting and make possible lighter colors in the room. Some space formerly allotted to the blackboard may be filled with poster board painted the same color as the rest of the wall. This surface will serve for bulletins and displays.

The finish of woodwork should not contrast with the color scheme. The wood trim is less conspicuous when painted a color which

blends with the walls (and also creates the illusion of a larger room).

Safety. Some colors have specific tasks as symbols for safety hazards. Yellow and orange are probably the best hues employed to denote danger. Even color-blind people are not confused by them and, if they are used consistently, students and adults alike will develop a consciousness of danger in their presence which painted warning signs cannot duplicate.

Because yellow possesses the greatest visibility, it has been chosen to mark stumbling, tripping, striking, or falling threats. Painting a yellow band on the top and bottom risers often reduces accidents on stairs.

Orange is allocated to objects or working parts that might cut, crush, shock, burn, or

otherwise cause serious injury, as in the machine and woodshops.

Green, the accepted symbol of safety, should distinguish first aid and gas mask cabinets, stretchers and similar equipment.

Red should signify fire protection apparatus exclusively, never danger.

Blue tags serve as a warning that a machine or device requires repair and should not be operated. Painting switch control boxes blue provides a reminder that caution should be observed in handling starting or stopping levers.

White should designate aisles, safety lanes, rubbish containers, and places where the latter should be placed. It is considered the final color for safety.

Good lighting and high standard house-keeping are essential to safety.

Activity in the Area. The rooms within a school plant differ as to function and therefore lend themselves to different color schemes. All should bear relationship to the total pattern of the building but the variations within that boundary are virtually limitless.

One further point concerning classrooms must be added. Most pupils are usually seated facing in one direction. If the front end of the room is painted a slightly softer and deeper tone than the back and side walls, the appearance of the teacher, charts, and materials will be improved because it is easier for the eye to see lightness against darkness than vice versa. Good colors for end walls include medium blue-greens, soft grayish blues, deep peach, or rose tones.

Birren suggests "a medium blue-green end wall may have pale blue-green side walls where a more vigorous effect is wanted. The deep peach or rose end wall may be used with warm tones on side walls, or complementary tints, such as pale green or blue. One impressive device is to color rear and side walls in a light pearl gray. This tone, being neutral, will lend itself to almost any end wall treatment."¹⁰

Sometimes, entrance doors are used to strike the color keynote to the rooms, each being painted a different hue.

Visitors as well as pupils receive their first impression of the school from the entrance ways, foyers, and corridors. Hence these are extremely important. White may be utilized to provide a bright area as one enters to facilitate adjustment of the eyes to the semi-gloom (as compared to outdoors). The foyer should be one of the most decorative areas in the building. Besides affording comfort, it should be educative. Display cabinets may be used for exhibits as well as in the corridors. According to many decorators, the color schemes of the corridors may be employed as an inductive medium to the more pleasing patterns of the rooms. Light is important and bright colors are recommended since nobody stays in the corridors for an extended period of time.

The gymnasium is the logical place for colors a shade or two cooler than those applied to a similar sized room with a purpose other than physical exertion. The same may be true of a home-economics room which becomes overheated.

Stimulating yellows and reds are appropri-

¹⁰Birren, "Functionalism With Color," *Nations Schools*, May, 1947, p. 43.

(Concluded on page 78)

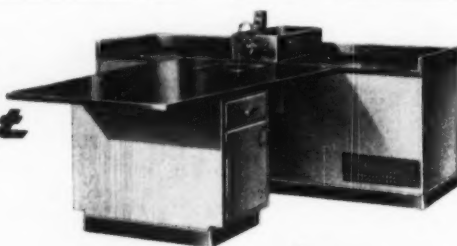
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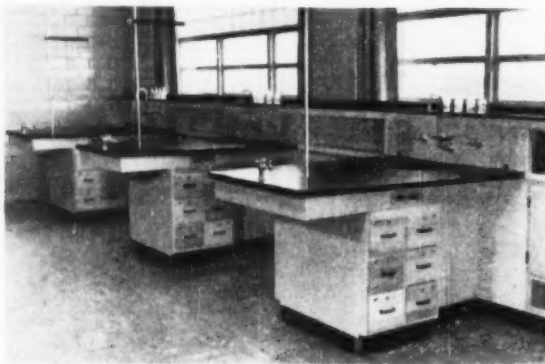


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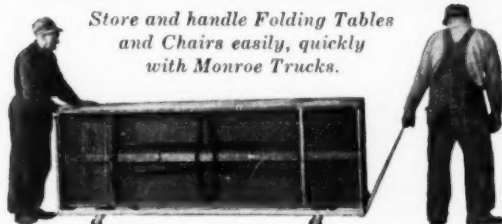
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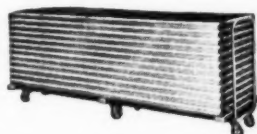
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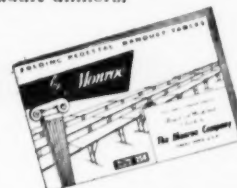


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THE *Monroe*

6 CHURCH ST.



Company

COLFAX, IOWA

COLOR FOR THE CLASSROOM

(Concluded from page 76)

ate for a music room whereas a quiet library should be done in greens and blues.

The cafeteria may use peach, the most appetizing of all light colors. Displays of art work by students and wall murals add to the appeal while draperies may serve a double purpose by also helping minimize noise. Servers dressed in smocks, possibly designed and made by the domestic science classes, which match the general scheme of the room are also effective.

Soft blue-greens are desirable for school workshops. Machinery should be a neutral gray with the working parts finished in a soft buff and dangerous portions appropriately

marked. Such unimportant equipment as benches, racks, and shelving may also be painted gray so not to cause undue distraction.

Often a person is harassed by brightness and/or motion on the boundaries of his vision. A shield contrasting in color with the task may be erected to block out such disturbances.

Other suggestions are soft bluish walls in drafting rooms; gray, green, blue, or sand for a dignified office.

Size of Room. Color may alter the size of a room by illusion as walls seem to recede or advance. Rooms smaller than standard may be finished in a lighter color to create the illusion of greater space, and large rooms may be made to appear smaller through the application of darker colors.



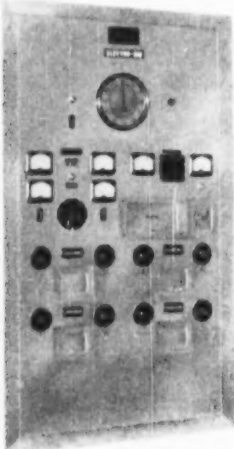
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Structure. Outcroppings and the floor plan of each room must be considered and outstanding features used to advantage. Even where rooms are of identical dimensions and floor arrangements, sufficient distinction can be given to assure children they are really being promoted to new and distinct quarters.

Exposure. A room with a north or north-eastern exposure may have warm buff walls while one on the south or west has blue or green and one on the east a green or gray.

Climate. A room with the same exposure, e.g., to the north, might be buff in Maine yet green in southern Texas.

View. A room with windows which face a red brick wall would be done in a cool tone, a neutral gray for instance, whereas a slightly warmer color could be adopted if the view were of trees and their shadows.

Equipment or Furnishings. Furnishings for school buildings are in a transition at the present time. They should be developed from the pupils' needs and decorated to blend with the room's particular color scheme.

Exposed mechanical equipment, radiators, grills, ventilators, and unit heaters should likewise be finished to be as inconspicuous as possible, merging with the wall or background. Picture frames, map cases, and such should also become part of the color harmony.

Maintenance and Operation. Although sufficient colors must be available to deal with the foregoing considerations, economy demands that paints be purchased in fairly large quantities. It is therefore necessary to place some limitation on the number of different tones.

Color materials necessarily should be selected for reasonable durability and cleanliness.

V

Materials now available for use in providing colorful school plant interiors are not limited to paints alone.

There is an effective place for woods of different kinds, floor coverings, tile, glass brick, tinted glass, wallpapers, drapes, and murals.

COMING CONVENTIONS

Feb. 2-4. Minnesota School Board Assn., Hotel Nicolle, Minneapolis. Secretary: William A. Wettergren, Box 367, St. Peter, Minn. Exhibits: Mr. Wettergren. 2000.

Feb. 11-13. National School Boards Assn., Chalfonte-Haddon Hall, Atlantic City, N. J. Secretary: Edward M. Tuttle, 450 E. Ohio St., Chicago 11. No exhibits. 1200.

Feb. 13-18. American Assn. of School Administrators, Atlantic City Auditorium, Atlantic City. Secretary: Dr. Worth McClure, 1201 16th St., N.W., Washington 6, D. C. Exhibits: Richard Carpenter.

Mar. 14-16. Louisiana School Boards Assn., Roosevelt Hotel, New Orleans. Secretary: Fred G. Thatcher, Box 8986, University Station, Baton Rouge.

Mar. 17. Kentucky School Boards Assn., College of Educ., Univ. of Ky., Lexington. Secretary: L. E. Meece, 171 Cherokee Park, Lexington 10. No exhibits. 600.

Mar. 19-20. National Citizens Commission for Public Schools, Fairmont Hotel, San Francisco. Secretary: Leo Perlis, Natl. Dir. National CIO Comm. Serv., 1776 Broadway, New York 19. Exhibits: Cecil Hartung and Maurice D. Bement, 645 Midland Bank Bldg., Minneapolis, Minn., and 522 W. Jefferson St., Louisville, Ky. 2000.

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Table-Desk S 1039 OF
(in nine graded sizes)
and All-Purpose Chair
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graded sizes).



Table-Desk S 1040 LL
with enclosed book
box. In nine
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Tablet Arm Chair S 817
—a comfortable unit
for lecture hall or
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Movable Desk and
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Movable Study-Top Chair
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Table S 967 with
damage-resistant
plastic top. For
cafeterias,
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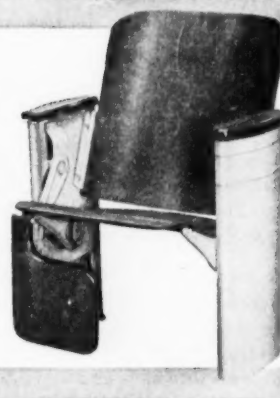


Table S 962—
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Kindergartens,
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In 36 graded sizes.



TC 700 Auditorium
Seat with coil spring
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Chair for use
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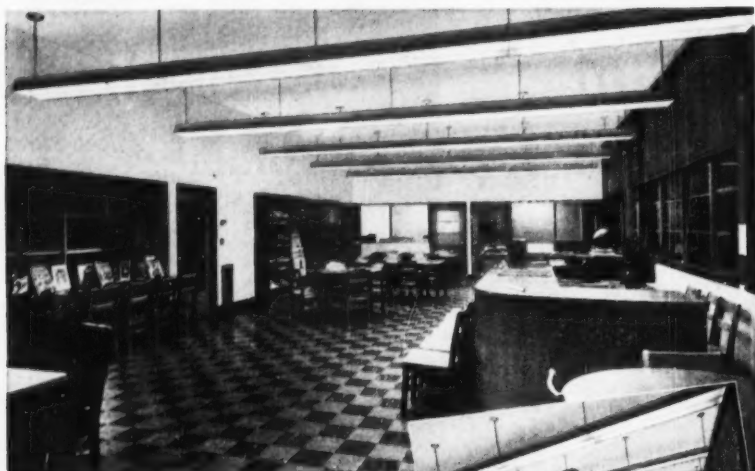
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Notice the soft, well-diffused light provided by these Sylvania IC Low-Brightness Fluorescent Fixtures in this modern classroom installation. Architect: Joseph Hoover, Hoover Bldg., Pittsburgh, Penna. Electrical Engineer: Elwood S. Towers, Investment Bldg., Pittsburgh.

In planning this handsome new junior high school, educational authorities, architects, and lighting engineers agreed that the new Sylvania IC Low-Brightness Fluorescent Fixtures met their strict requirements for uniform light distribution, quick easy installation, low maintenance, and attractive appearance. The 40-watt T-17 low-brightness lamps minimize reflected glare, and the excellent 42" crosswise shielding shields the lamps from direct view.

A letter from the Supervising Principal reads in part: "We at West Jefferson Hills Joint Schools are well pleased with the lighting performance of Sylvania's IC Fixtures. I am certain that these low-brightness units, with their removable side panels, will eliminate many of our maintenance problems and save us time and money through the years."

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School District Taxation

A resolution of the state board of education of Florida, authorizing the issuance of bonds to finance the cost of capital outlay projects for school purposes in certain counties, payable solely from motor vehicle license taxes distributable to such counties under the school capital outlay amendment to the Florida constitution, was in all respects proper. F.S.A. const. art. 12, § 18 (a, c).—*State v. State Board of Education*, 67 Southern reporter 2d 627, Fla.

Provisions of the state statutes regulating school bond elections are mandatory if invoked before such election, but will be construed as directory after such election, in the absence of statutory provision to contrary, if failure to fully comply with such statutes does not affect the results of such an election.—*Keyes v. Class B School Dist. No. 421 of Valley County*, 261 Pacific reporter 2d 811, Idaho.

In an action for injury sustained by a student when she fell while about to descend steps in the school auditorium, which step she had shortly theretofore ascended, the evidence failed to establish that the defendant board has been negligent in constructing or maintaining the steps, and there was no evidence that the student had exercised any care in preparing to descend and in descending the steps.—*Steele v. Board of Education of New York*, 124 N.Y.S. 2d 899, N. Y. App. Div.

Teachers

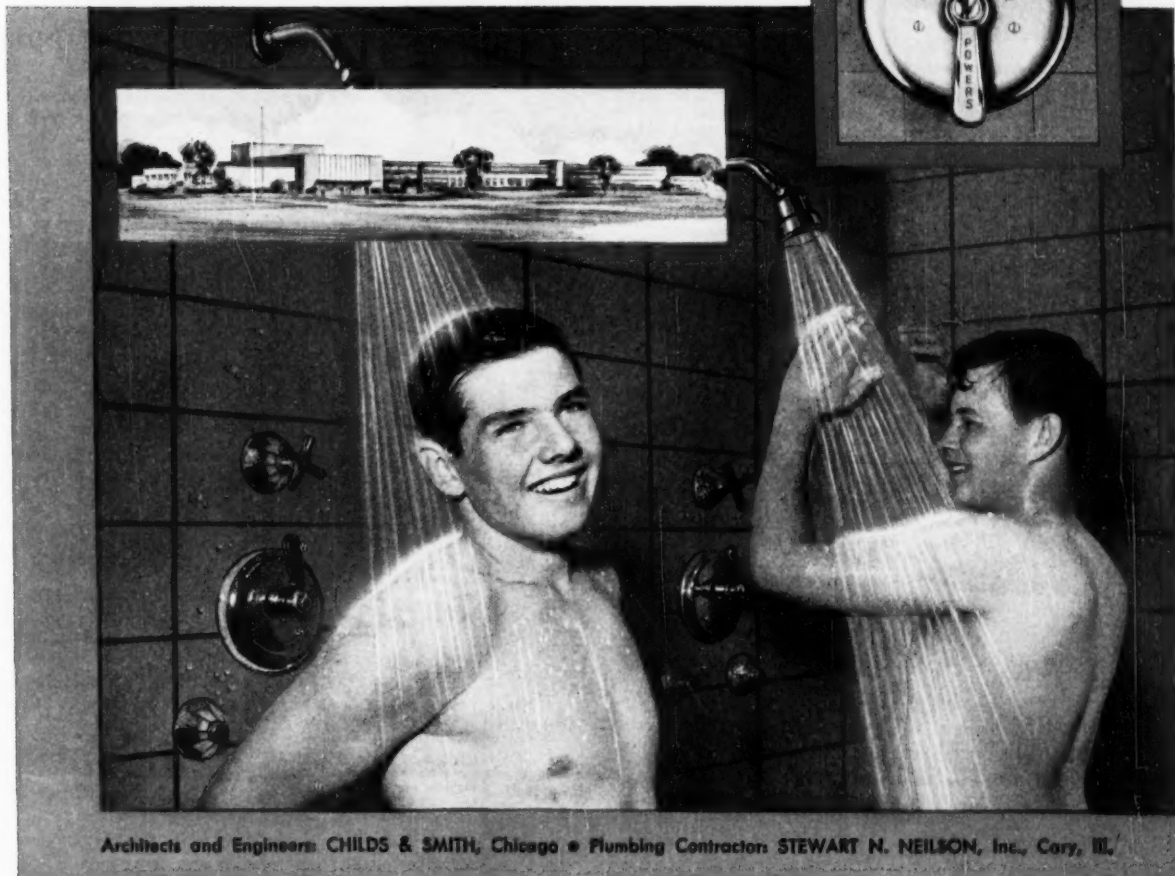
The Teachers' Tenure Law should receive a liberal construction to effect its general plan as an act designed to promote the public interest. O.C.L.A. §§ 111-2301, 111-2320.—*Lomasson v. School Dist. No. 1, Multnomah County*, 261 Pacific reporter 2d 860, Ore.

The test of tenure for teachers under the Teachers' Tenure Law is not made contingent upon the kind of position they are selected to fill, that is, regular or temporary, but rather upon the regularity of their employment, if not probationary, and the successive years of such employment. O.C.L.A. §§ 111-2304, 111-2307.—*Lomasson v. School Dist. No. 1, Multnomah County*, 261 Pacific reporter 2d 860, Ore.

Permanent status under the Teachers' Tenure Law does not impose upon a school district a duty to employ continuously a teacher with that rating when the board determines, in an exercise of good faith, that the teacher's services must be discontinued because of the demands of economy or because of a lack of pupils. O.C.L.A. §§ 111-2304, 111-2307.—*Lomasson v. School Dist. No. 1, Multnomah County*, 261 Pacific reporter 2d 860, Ore.

The fact that the creation of community unit school districts, pursuant to a statute authorizing the organization of contiguous and compact territory into a community unit school district, resulted in loss of territory to an existing high school district and common school district, leaving the latter districts with assessed valuation too low to enable them to maintain a school or pay tuition based upon their per capita cost of education elsewhere, did not deprive children residing in the latter district of the right to receive free education guaranteed by the constitution.—*People ex rel. Warren v. Drummet*, 114 Northeastern reporter 2d 364, 415 Ill. 411.

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Just ONE Shower ACCIDENT
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SCHOOL FINANCE AND TAXATION

SCHOOL EXPENDITURES DOUBLED

Since 1941 total school expenditures in New York State have more than doubled. The per cent of increase ranged from 70 per cent in New York City to over 200 per cent in school districts other than city school districts. In the city school districts there was an increase of about 86 per cent.

For the state as a whole, the per cent of current expenditures for teachers' salaries was 76 in 1920, and 71 in 1952. For the state, excluding New York City, the decrease was 71 per cent to 66 per cent. This general decrease is attributed to the increased percentages for instructional service, exclusive of teachers' salary, auxiliary agencies, and other fixed charges. The percentages for general control, operation, and building maintenance decreased slightly.

In the state, between 1940 and 1952, the average total expenditure per pupil increases 109 per cent from \$186 to \$338. In cities there was a 98 per cent increase from \$191 to \$379. In villages, the amount rose from \$184 to \$411, or 124 per cent. In the supervisory districts there was a rise of 137 per cent, from \$167 to \$398.

The increase in average current expenditures per pupil was 121 per cent for the state (\$155 to \$344); in cities, 113 per cent (\$162 to \$345); in villages, 153 per cent (\$141 to \$358). The greatest increase in per pupil expenditures (1940-52) was in transportation and auxiliary services (249 per cent). The next highest was in instructional expenses and teachers' salaries (196 per cent).

ERIE INCREASES ITS BONDING LIMIT

Like many cities in the United States the property of Erie, Pa., residents has not been assessed at 100 per cent of its true value. Even new homes have been assessed at around 75 per cent of their current value. This has meant that both the person with an expensive home and the one with a modest home were paying reduced taxes.

Several years ago attention was called to the inequity of the situation and steps were taken by the school board to reassess all taxable property at its current market value. The reassessment brought out numerous inequities due to the growth in value of land and buildings in certain areas and also the reduction in values due to obsolescence and other influences. The new assessments have actually reduced some taxes but have generally caused a rise in the total tax collections. As a result, the Erie school district can bond itself legally for the money they need for a complete building program to extend through the next several years.

SCHOOL BOND ISSUES

During the month of November, 1953, school bonds were sold in the amount of \$125,110,000. The average interest rate was 2.60 per cent for 20 bonds.

The largest issues were in:

Alabama	\$ 2,620,000	Michigan	\$ 2,709,000
California	4,888,000	Minnesota	4,871,000
Colorado	5,216,000	New Jersey	4,897,000
Connecticut	5,047,000	New York	11,372,000
Florida	15,900,000	North Carolina	20,750,000
Kansas	2,927,500	Pennsylvania	10,435,000
Maryland	9,988,000	Texas	3,998,000

SCHOOL BONDS

★ Bonds amounting to \$2,659,000 were sold by the school board of Rockville Centre, L. I., N. Y. The interest rate amounted to 2.8 per cent. The proceeds of the bonds will be used for the construction of a new senior high school and the modernization of the present high school for junior high school purposes.

★ The Schodack Central School District of Castleton-on-Hudson, N. Y., has approved bond issues of \$930,000 for a junior-senior high school building and \$220,000 for an addition to the senior high school to serve the elementary grades.

★ Hamilton, Ohio. The voters have approved a bond issue of \$700,000 for the construction of a 20-room elementary school. A new senior high school building costing \$900,000 was completed and occupied in 1952.

★ In Parma, Ohio, the voters have approved a resubmitted \$3,500,000 bond issue and a 7-mill operating levy.

★ The citizens of Bedford, Ohio, approved an \$800,000 school bond issue and a 3-mill additional operating levy. An elementary building costing \$400,000 was completed in 1953.

★ San Rafael, Calif. A million-dollar bond issue has been approved by the voters for new school construction.

★ Campbell, Calif. The voters of the Campbell Union High School District have approved a bond issue of \$2,500,000.

Sheldon

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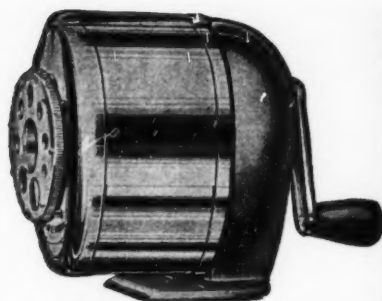
Your particular problems call for a completely fresh approach by Sheldon, as has each of thousands of other successful installations. Starting with a thorough grasp of your needs and a wealth of resources, Sheldon mixes sound planning principles with a fluid resourcefulness to achieve in your behalf educationally-correct patterns of fine, hard-action furniture units that set the scene for effective teaching.

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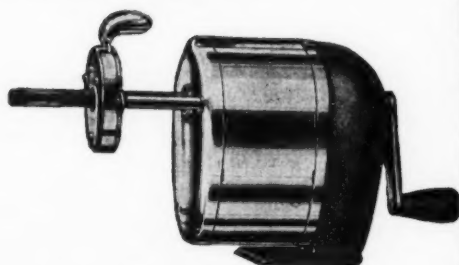
FOR HIGH-SCHOOL SHOPS, LABORATORIES, HOMEMAKING ROOMS, AND STUDIOS



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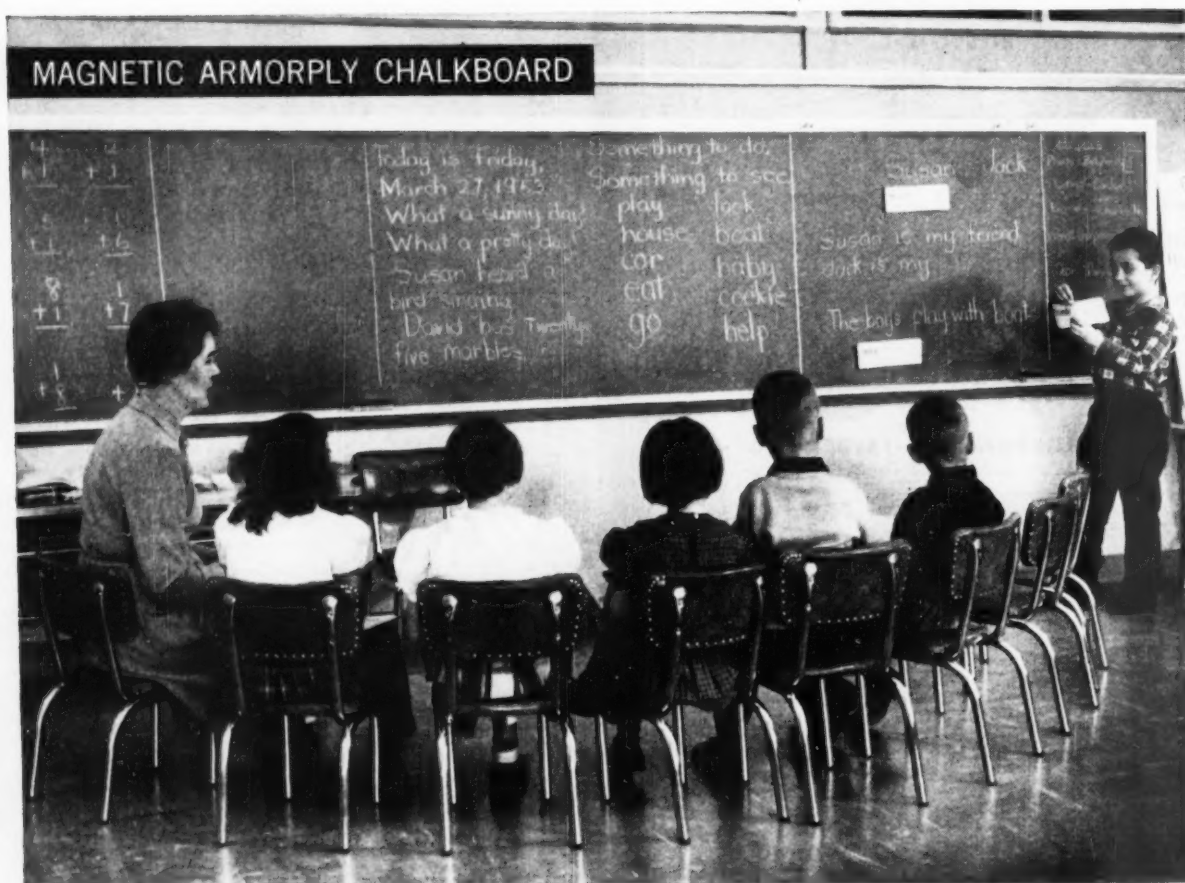


Functional beauty of Weldwood products is the keynote here. Birch Weldwood built-ins are backed by fir Weldwood. Egg crate ceiling is also of fir Weldwood. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



This rich-looking auditorium in the South School features white oak Weldwood on the walls. For new schools or modernizing old ones Weldwood hardwoods are a low-cost way to add beauty and protect your investment.

Five practical ideas for

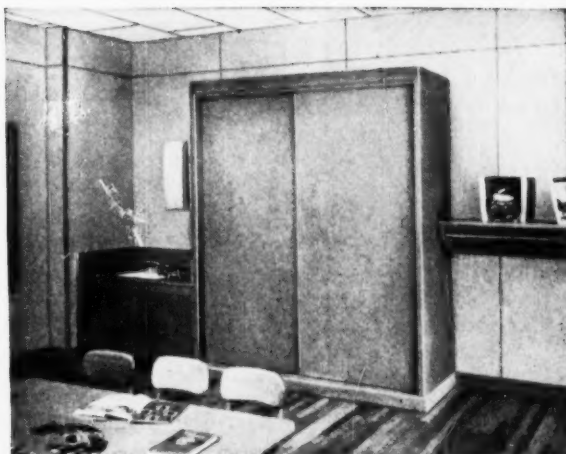


Look what's happened to the old "blackboard." It's transformed to an eye-easy, chlorophyll green. Special porcelain-surfaced steel attracts magnets! Won't scratch,

chip, crack or dent. Never needs refinishing. Guaranteed for life of building! Louisa Alcott School. Architects: Somes, Griswald, Boyden, Wyde & Ames.



This Weldwood Fire Door in the Union Theological Seminary has faces of genuine oak veneer. Yet because of its unique mineral core, it carries the Underwriters' class B and C label. Architects: Collins, Willis and Beckonert.



At the Unqua School in Massapequa, L. I., new Novoply has been used extensively. Walls and sliding doors are all of this amazing product which stays flat and is free of defects on both sides. Architect: George A. Dippell.

today's modern schools

Functional, lasting beauty is the contribution of all Weldwood products to the school buildings of the nation.

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Look at this Weldwood Fire Door with beautiful oak veneer. Its mineral core makes it strong, yet lightweight . . . and it's guaranteed against warping, shrinking or swelling.

Then there's the exciting new Weldwood product—Novoply. It's a beautiful low-cost wood panel which can take rugged treatment whether used as wall paneling or for built-ins and furniture.

Of course there's nothing like the many varieties of Weldwood hardwood panels to add warmth and beauty to every room in a school. And all guaranteed for the life of the building.

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WRITE FOR LITERATURE



The Iowa State Board of Public Instruction

*Jesse M. Parker**

Every public school district in Iowa has, from the very beginning, had the inestimably valuable services of a local board of education, elected by popular vote. The board determines and adopts the policies and regulations which, under existing statutory law, govern public school activities at the local level. It is responsible for the administration of the district public school.

In 1947 the Iowa General Assembly enacted into law a measure which set up the present Iowa county school systems. This law (Ch. 273, 1950 Iowa Code) provides for the election in each county of a county board of education with specific powers and duties having to do with the interests of public education in the whole county. In general, the county board of education determines and adopts the policies and regulations which pertain to public school education at the county level and directs all public school activities of county-wide interest.

The Iowa General Assembly in 1953 expanded this direct popular control of Iowa's public school program by setting up the Iowa State Board of Public Instruction to parallel local and county boards of education.

A Lay Board

The new legislation provides for a lay board of nine members, qualified electors of the state, who hold no other elective or appointive state office. They are not to be principally engaged in professional education nor in a business deriving a major part of its income from an activity connected with education. The terms of members shall be for six years and a member for a six-year term may not succeed himself. One member is elected by each of the eight present congressional districts. One member is appointed by the governor subject to senate confirmation. Vacancies in the elected membership are filled by the board. A vacancy in the appointive office shall be filled by governor's appointment.

The new board is so empowered by the Legislature and so obligated, as to effectively (we hope and expect) bring to education at the state level the benefits and assistance already experienced by

schools at the county and local levels through popularly chosen lay representation. The intent clearly is to entrust the new board with full responsibility to administer through regular channels, the necessary state-wide program of public instruction. The burden of administration without such a board is a crushing one.

We are warranted in our high expectation by a brief study of the new board. The individual members are outstanding citizens of exceptional experience and training. They are ideally distributed occupationally and geographically. Each of them has previously successfully borne public school responsibilities in Iowa. In classroom, in administration, or upon public school boards, they have each served and thus, through individual personal experience, established a working philosophy of public school education.

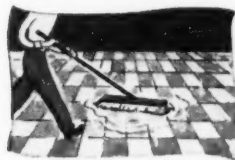
A Blue Ribbon Board

It is difficult to imagine the possibility of bringing together in one board nine persons who could so command the confidence of the friends of public education in our state. The strength and the prestige of this, our first Iowa State Board of Public Instruction, ensures a successful transition from the present type of state educational organization to that contemplated under the new legislation. For many years the history of the Iowa Department of Public Instruction has been one of personal and individual responsibility for administration by a superintendent elected by popular vote in a state-wide political campaign frequently confused by many issues not at all pertinent to public school administration or well-being. We now turn to administration by a board of nine, freed from any possible personal interest and selected for a six-year term at staggered biennial intervals.

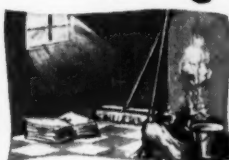
This board determines and adopts policies, makes rules and regulations, adopts minimum standards, and is responsible for the improvement of the state system of public education. It administers the Department of Public Instruction by carrying out the provisions of Iowa's school laws. It appoints, subject to senate approval, effective January 1, 1955, the superintendent of public instruction. The present superintendent carries on through 1954 in co-operation with the new board.

*State Superintendent of Public Instruction, Des Moines, Iowa.

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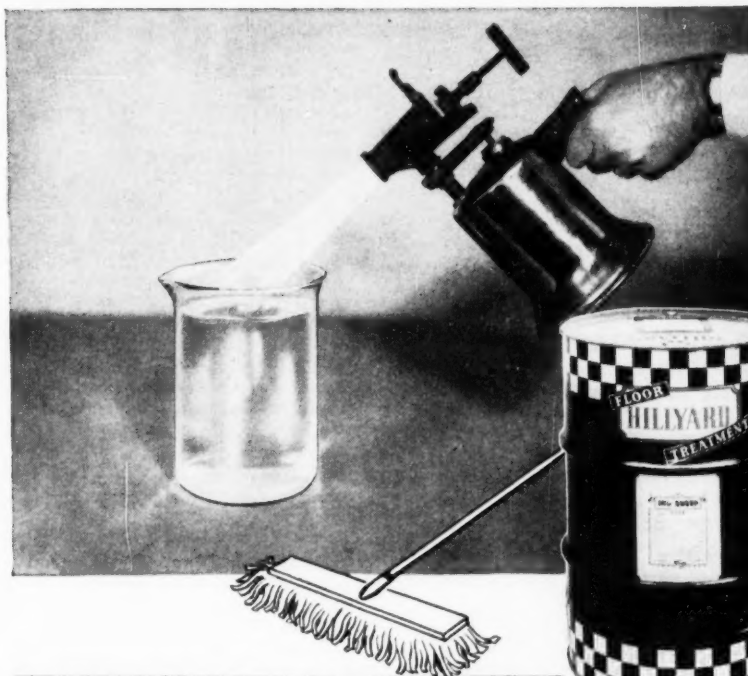
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SCHOOL BUILDING CONTRACTS

During the month of December, 1953, contracts were let in 11 states bordering on the Pacific, for 46 school buildings, at an estimated cost of \$19,604,250. School projects in preliminary stages were reported, in the number of 66 buildings, to cost \$28,281,092.

During the month of November, 1953, Dodge reported contracts let for 435 school and col-

lege buildings, at a total valuation of \$112,837. The figures are limited to 37 states east of the Rocky Mountains.

SCHOOL BUILDING NEWS

★Tulsa, Okla. The board of education has taken \$28,140 out of two school funds for premium payments on a \$3,500,000 blanket fire insurance covering school property for a five-year period. The insurance is for renewals and additional coverage as approved by the board under contract with the Tulsa insurance board. The business is apportioned among the various companies by the insurers themselves.

★The board of school directors of Erie, Pa., is engaged in the construction of a 24-room elementary school with auditorium and gymnasium.

The building, costing \$1,027,332, will be completed and ready for use in September, 1954. Plans are also in progress for a junior high school, to accommodate 900 students, and a vocational high school to take care of 1200 pupils. The cost of these two units will reach \$4,000,000.

★Voters in the new Mad River-Green local school district of Clark County, Ohio, have approved a bond issue for a new high school in the district. This completes a district reorganization program, begun in 1948, which reduces the number of districts from 14 to 6, with 5 new high schools to replace 12 small schools.

★The board of education of Canton, Ohio, has adopted a new set of personnel policies embodied in a booklet entitled, "Personnel Policies and Salary Schedules for the Educational Staff." A second publication in process of publication will include policies for the noncertificated staff.

★Wells, Nev. The board of education has let the contract for the construction of a new auditorium for the senior high school. The building will be completed in May, 1954, at a total cost of \$525,000.

★Sidney, N. Y. The voters have approved a proposal for the construction of a 7-room elementary school. An advisory committee is working with the board and administrative officials in a study concerning the need for a senior high school.

★Battle Mountain, Nev. The Lander County school board has begun plans for a new school gymnasium for the high school. An advisory committee has been appointed to study plans and presented recommendations to the board in January.

★Gettysburg, Pa. The board of education has let the contract for an addition to the senior high school, consisting of 15 rooms, a home-economics suite, and an auditorium seating 1500. The total cost will reach \$825,000.

The board has also in final stages of preparation plans for an elementary school building containing 18 classrooms, a cafeteria, and a general purpose room.

★Winnemucca, Nev. The board of education has begun preliminary plans for a new school unit comprising a gymnasium, an auditorium, classrooms, and dressing rooms, to cost an estimated \$450,000.

★Wilmington, N. C. The board of education is engaged in a building program of considerable scope. The program includes a new senior high school of 26 classrooms, two elementary schools, an addition to the New Hanover high school plant, a new cafeteria, an auditorium for a junior high school, and additions to other schools. A reorganization of the school system on the six-three-three-two plan has been completed and the pupils housed.

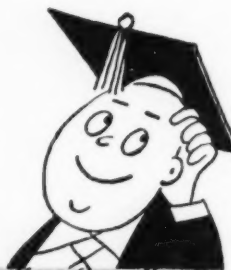
★Central school district No. 2, in Corfu, N. Y., has completed additions to two schools in the district. At Corfu, six classrooms, industrial-arts shops, a gymnasium, and teachers' office were built. At East Pembroke, three classrooms, industrial-arts shops, and space for two buses in the garage were provided. The total cost of the projects amounted to \$425,000.

★Findlay, Ohio. The school board has ordered a complete survey of school population trends and building needs in the city schools. George R. Constien, who has been appointed administrative assistant to Supt. Zola D. Jacobs, will work in co-operation with the Bureau of Educational Research at Ohio State University, in an analysis of data and the formulation of recommendations to the board.

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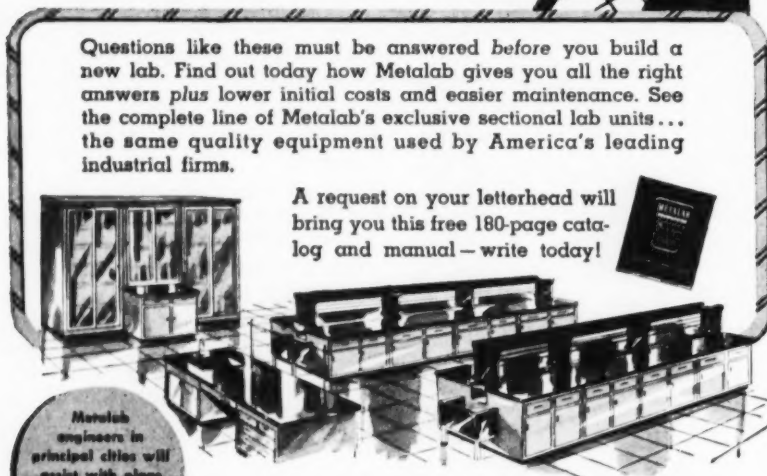
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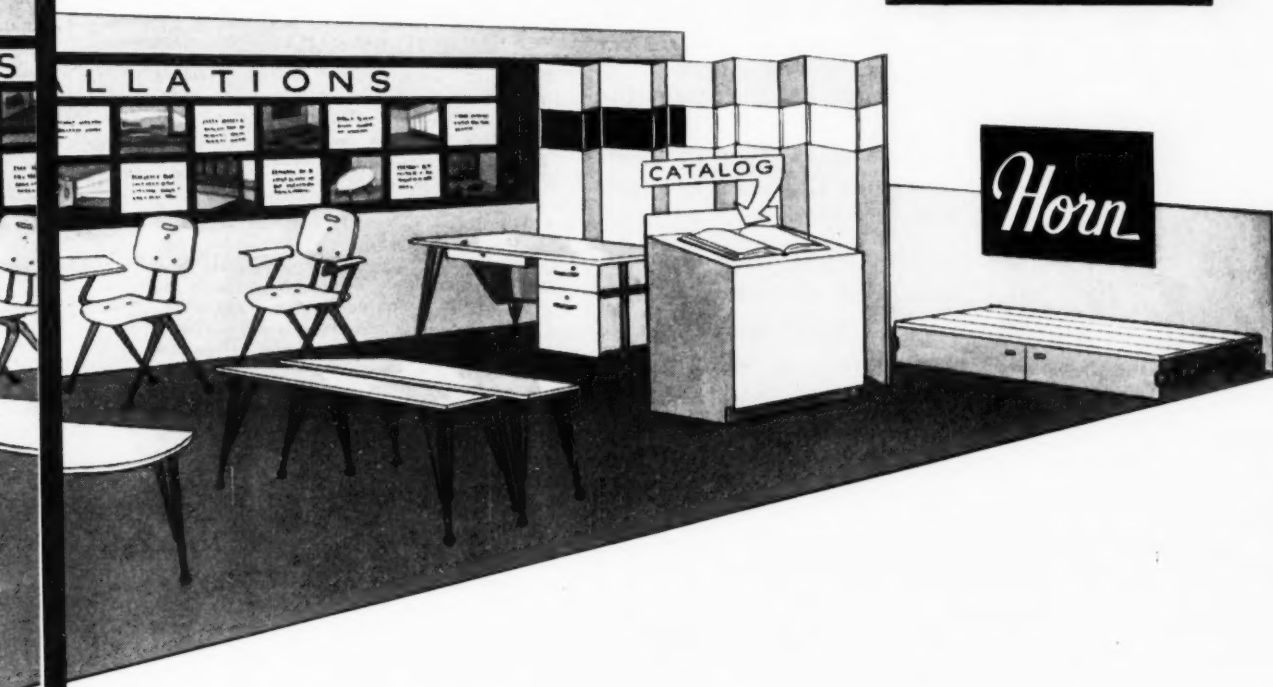


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SALARIES IN NEW YORK STATE

During the school year 1952-53 school districts in New York State continued their efforts to improve their salary schedules. The most significant changes took place in suburban areas, particularly in Metropolitan New York.

Slightly over half, or 51 per cent of the cities outside of New York City now provide completely automatic schedules for bachelor-degree

teachers rendering satisfactory service. Less than 10 per cent of them fail to exceed the mandate in some way. The median minimum was increased by another \$100 this year and now stands at \$2,800 (\$3,150 for the B cities). The median automatic maximum was increased by \$100 to \$4,400 in A cities, and by \$200 in B cities (to \$5,400).

KALAMAZOO SALARY SCHEDULE

The Kalamazoo, Mich., salary schedule covering the year 1953-54 provides for increases of \$200 in salary for teachers holding a B.A. or an M.A. degree. The increases will raise the school payroll by \$4,375. The increase for 1951-52 reflected a shortening of the schedule by increasing the size of certain increments and improving the entire

schedule by \$200. In 1948 an increase of \$500 was provided for B.A. teachers, with an increase of \$100 for teachers holding an M.A. degree, and a shortening of the schedule to 17 steps.

SYRACUSE SALARIES RAISED

The Syracuse, N. Y., board of education has adopted a new salary schedule for 1953-54 calling for a minimum salary of \$3,200 and a maximum of \$5,800. The schedule provides that teachers move up to \$5,015 in 12 steps. Teachers with 120 hours of training may advance to step 14 with a salary of \$5,180, and teachers holding a baccalaureate degree go to step 15 with a salary of \$5,400.

Teachers with 30 semester hours' training beyond the degree will receive salaries ranging from \$3,400 to \$5,380. Teachers holding a master's degree will move to step 15, with a salary of \$5,600. For teachers with 30 semester hours' training beyond the master's degree the salaries are from \$3,600 to \$5,800.

TEACHERS' SALARIES

★ Medford, Mass. Salary increases, ranging from \$100 to \$500 have been given to members of the school faculty. The minimum pay for teachers has been raised from \$2,500 to \$2,800, and the maximum has been set at \$4,500.

★ Fall River, Mass. The school board has approved a salary increase of \$120 for teachers, and \$100 for other school employees, beginning with January 1, 1954.

★ Chicago, Ill. Supt. B. C. Willis has presented to the board of education proposals for a single-salary schedule for teachers. The schedule, based on educational degrees, will cost \$7,100,000 more per year. It provides recognition of educational growth with annual increases of \$250.

★ Marlboro, Mass. The school board has approved a \$300 salary increase for all teachers in 1954, which includes a \$270 cost-of-living bonus and an additional \$30.

★ Newburyport, Mass. The school board has approved a base increase of \$400 for all teachers in 1954. The minimum salary has been raised from \$2,500 to \$2,900. Increases of \$100 to \$200 for each teacher will be based on automatic step-raise provisions in the schedule. Additional increases will be given to teachers earning extra scholastic credits toward a degree.

★ Quincy, Mass. Effective in September, all teachers have been given annual increases of \$200, instead of the former \$150. Teachers will meet their maximum salary in nine years instead of eleven.

★ Sycamore, Ill. The school board of Community Unit Dist. No. 427 has adopted a new salary schedule for 1954 calling for a starting salary of \$3,050 for beginning teachers holding a bachelor's degree, and a maximum of \$4,900 for those with a master's degree.

★ Garfield, N. J. Teachers, who struck for three days from December 13 to 16, 1953, because the city council refused a request of the board of education for funds to increase salaries, have received raises voted earlier by the board.

★ Champaign, Ill. The school board of unit district No. 4 has adopted new regulations requiring six semester hours of college credit to be earned by teachers during each five-year period of their employment. The regulations provide that an evaluation committee may substitute other work for college credit, namely, educational travel, work experience, authorship of books, magazine articles, study of professional books, research, workshops, and clinics.

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AASA IN ATLANTIC CITY

The advance program of the American Association of School Administrators, which will meet February 13 to 18, in Atlantic City, indicates that the main interest will be laid this year on Education for Citizenship. President Lawrence G. Derthick, Chattanooga, Tenn., has announced that the plan of general sessions in the morning and of discussion group meetings in the afternoons will be followed as in former years.

The ceremonial opening of the commercial and educational exhibits will take place Saturday afternoon, February 13, and the speakers will include President Derthick and Charles S. Stock, president of the Associated Exhibitors.

The first general session on Monday morning, February 15, will emphasize Current Problems in Citizenship Education, to be presented by Supt. Benjamin C. Willis of Chicago. "Partners in Youth" is the title of the second address, to be delivered by Prof. Herold C. Hunt, Cambridge, Mass. A feature of the meeting will be the presentation of the film, "The School Board," prepared by the Kellogg Foundation.

The meeting on Tuesday morning, February 16, will be addressed by Dr. Hugh B. Masters, who has been directing the program for improving educational administration for the Kellogg Foundation, Battle Creek, Mich.

The general session on Wednesday morning, February 17, will be devoted largely to business. The principal address will be a discussion of "The Role of Education as Business Sees It," by Herman W. Steinkraus, a manufacturer of Bridgeport, Conn.

School Board Interests

Among the program features which will particularly interest members of boards of education will be the discussion group on Monday afternoon, devoted to "The Designing of School Buildings," to be led by Supt. Harry W. Gross, Mineola, N. Y.

On Wednesday afternoon a discussion group, led by Supt. Dick Denard, Waco, Tex., will take up "New Aspects of Problems in the Development of School Board Printed Policies."

A further valuable session will discuss "Financial Control of the Schools—School Board or City Council," under the leadership of State Commissioner of Education Frederick M. Raubinger, Trenton, N. J.

On Wednesday afternoon a general meeting of the National School Boards Association and the A.A.S.A. will take up "The Superintendency as Seen by School Board Members," led by Supt. John H. Harris, Downers Grove, Ill.

Further programs of interest will be "New Sources of Revenue in Local School Districts," led by Supt. Warren J. McClain, Woodbury, N. J., chairman.

"What We Have Learned by Working With Citizens' Advisory Committees," will be headed by Supt. Carroll F. Johnson, Fitchburg, Mass.

ROSEBURG BUILDS

The school board of Dist. No. 4, Roseburg, Ore., has completed an extensive school building program, financed with a 1952 bond issue. The program included a new gymnasium and shop building for the high school, a new 6-room elementary school, a 14-room junior high school, an 8-room addition to the Fullerton School, a

gymnasium, cafeteria, and auditorium addition for the Riverside School, a multipurpose room at the Winchester School, and a 4-room addition at the Green School.

Consolidations effected during the past two years have brought six districts into the school system. The administration of the school has been reorganized to handle an expanded system which includes 4673 pupils. The enrollment and plant facilities have tripled during the past seven years due to immigration and the logging industry in Douglas County.

COMPLETE HIGH SCHOOL

The board of education of Dallas, Ore., has completed a new high school, occupied in September, 1953. The building which houses the tenth to the twelfth grades, accommodates 350 students, and cost a total of \$425,000. In addition to classrooms, the building contains a shop section, a gymnasium with balconies, and offices. A 6-room addition to the Lyle School has also been completed, at a cost of \$59,000.

STUDY BUILDING NEEDS

The board of education of Maumee, Ohio, has begun a study of its future school building needs. The board is co-operating with its Citizens' Committee in the study which is divided into four aspects: (1) boundary and districting; (2) curriculum; (3) population; (4) finance and tax structure.

The committee has recommended that a school bond election be held in May, 1954, and that the levy be placed on the ballot in January, 1954. The school district had a tax valuation of \$19,200,000 for 1954, and \$20,400,000 for 1955.



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and THE STRUCTURAL SLATE CO.

PEN ARGYL, PENNSYLVANIA



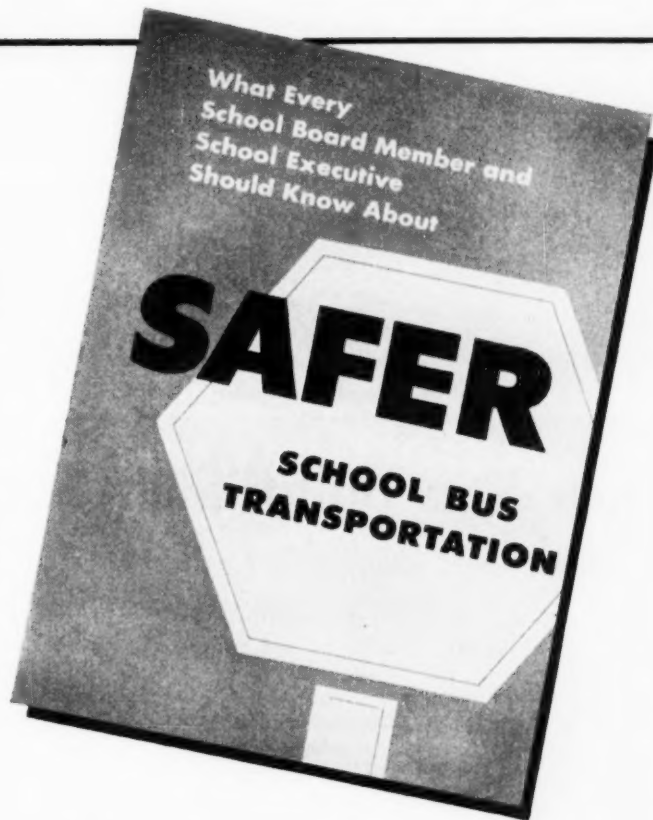





SCHOOL EXECUTIVES AND BOARD MEMBERS:

*may we mail you this
handy, helpful booklet?*

Many officials sharing the responsibilities of purchasing school equipment are faced with the dilemma of being experts in scores of fields—from desks to drawing boards from blackboards to buses. If yours is this same case, this booklet is designed for you . . . to help you form your purchasing decisions in one specialized and vital field—school bus braking. We feel the information contained in its pages will aid you in providing your students with the safety and security they may now be missing.



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THE BEST AIR BRAKE IS...

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BENDIX-WESTINGHOUSE AUTOMOTIVE AIR BRAKE COMPANY
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FILL IN THE COUPON AND MAIL TODAY!

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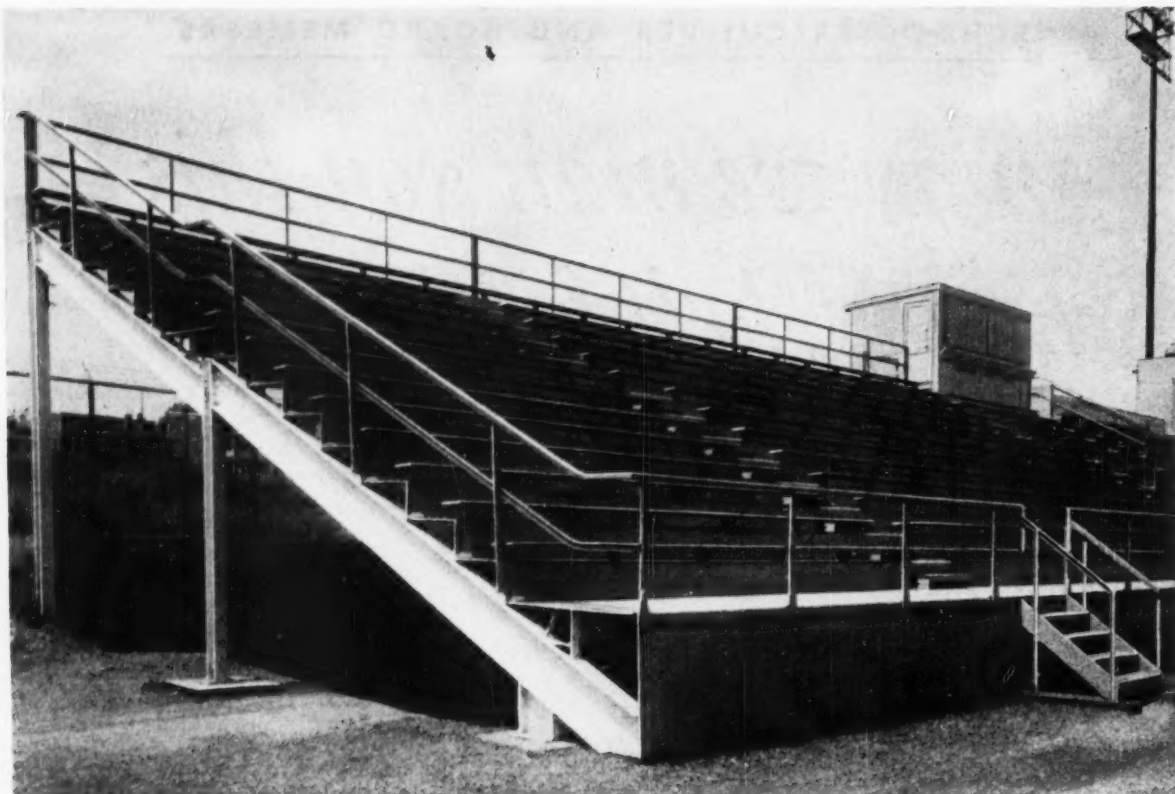
Gentlemen: Please mail me without obligation your free informative booklet concerning safer school bus transportation.

Name _____

Title _____ Name of School _____

Address _____

City _____ State _____



Steel deck type permanent grandstand designed to specific requirements.

When You Build That Permanent Grandstand

*C. H. Wetzel**

The building of a permanent type grandstand or stadium is a project of major importance, requiring not only engineering knowledge and skill but, more particularly, long experience on the part of the producer, if safety and durability are to be achieved.

Permanent grandstand and stadium installations differ widely in appearance, since equipment of this type must be designed and erected to meet conditions at the site. Such stands are strictly custom made. Yet despite the individuality expressed in the design, there are certain basic features which must be part of each job.

Generally speaking, however, seating equipment of the grandstand type may be classified as either open deck or closed deck. As the name implies, the closed deck stand is made water- and weatherproof by the use of bent steel plates to form treads and risers. This particular type of construction permits the incorporation of

locker room space under the stand where the number of rows is sufficient to provide head room. The open deck stand usually consists of wooden seat and foot-boards supported by a steel understructure.

Steel Versus Concrete

The author has been frequently called upon to express an opinion of steel versus concrete as applied to grandstand construction. This opinion, based upon years of observation and experience, is that for most grandstand structures, steel is the more suitable material for the following reasons:

Steel is a homogeneous material made under the control of experts. Its strength and durability is definitely known. Concrete, on the other hand, is a conglomerate material made on the job by men who may or may not be skilled. The strength and durability of the resulting concrete varies greatly with the manner in which it is mixed and poured. Nevertheless cement, if made by a good concern and not

exposed to moisture, is a reliable material.

A properly designed steel grandstand structure is subject to only one source of deterioration—rust. Rust is obvious to the most casual inspector. It can be prevented or checked by painting. The eventual deterioration of concrete exposed to sun and rain is absolutely certain. The rapidity of deterioration depends upon the quality of material used and the skill of the men who made and applied it. Repairing concrete is far more expensive and less effective than repainting steel.

If a steel grandstand is erected on foundations which settle a little or are heaved out of line by frost, the steel will deflect to accommodate itself to such settlement. If the foundation of a concrete grandstand settles even a little, the material, being inflexible, is almost certain to crack. Such cracks usually occur where stresses are highest, thus weakening the very places where maximum strength is essential.

If it is desired to add to the length or height of an existing steel grandstand, it

(Concluded on page 102)

*President, Wayne Iron Works, Wayne, Pa.

DON'T BE FOOLED BY A BID PRICE

You can't judge a bargain by initial cost alone. It's performance compared with initial cost that proves whether you make a good buy or not.

How do you judge potential performance? You can take a salesman's word on the life expectancy and performance of a product. These claims are only as good as the integrity of the salesman or the company he represents.

You can be more scientific. You can analyze laboratory and factory test reports. These simulated and speeded-up performance tests are a good indicator, but may lead to confusion. Any company may prove, with specific and controlled tests, that their product is the best on the market . . . yet it may be far different when it comes to actual use.

What is the true test of performance and value? That true test is how a product has performed . . . in the past . . . in the field, and how much service that product has rendered for every dollar of initial investment.

Here are the facts

Regardless of initial cost, Voit Athletic Equipment is the best buy in the rubber-covered field. The extra year you get from Voit soon pays off the initial investment. Voit originated rubber-covered athletic equipment. With more than 30 years' experience, Voit has developed and tested every possible type construction. Voit's superior construction has been proved in the field — proved to outperform, outwear any other type. No other type of ball has ever equalled Voit's 150% to 600% longer wear.

That is why, for over 18 years, Voit has been specified by 100,000 U. S. schools, camps and playgrounds. Year after year, Voit proves to be the best buy — regardless of initial cost.

It pays to specify Voit, because for over 18 years there has been no "or equal" to Voit Rubber-Covered Athletic Equipment.

YOU CAN SAVE UP TO $\frac{1}{3}$ OF YOUR
BALL-BUYING BUDGET **VOIT®**
...specify

1954 VOIT
RUBBER-COVERED BALLS GIVE . . .

true performance for life!

PLUS 34% LONGER LIFE than ever before!

NEW

ARMOR-RED*

REINFORCED FABRIC
AND UNI-POLAR CONSTRUCTION



Maintain official shape and size for life . . . stop uneven wear . . . add months to the life of the ball.

NEW

VEON RUBBER

COVER AND COMPLETELY
NEW MOLD DESIGN

Veon Rubber makes the most durable cover ever put on a Voit Ball . . . Plateau Pebling gives 49% more surface to withstand wear.



*Available only on Voit "X" and "C" Line Balls.

PLUS THESE 3 GREAT FEATURES

1. Super-butyl, leakproof bladder
2. Double-seal, self-lubricating lifetime valve
3. Exclusive, new protector-kote coating

Everything Voit has learned in building millions of balls during the last 30 years has been built into the new 1954 Line. These advancements have been welded into one, strong, better playing Voit Ball that outlasts any other ever built . . . **can save $\frac{1}{3}$ the ball buyer's budget.**

Look for the
BULLS-EYE VALVE
—mark of the Finest!

Specify Voit because
there is no "or equal" to Voit

VOIT®
America's Finest Athletic Equipment

NEW YORK 10, DANVILLE, ILL., LOS ANGELES 11



Basketballs

Footballs

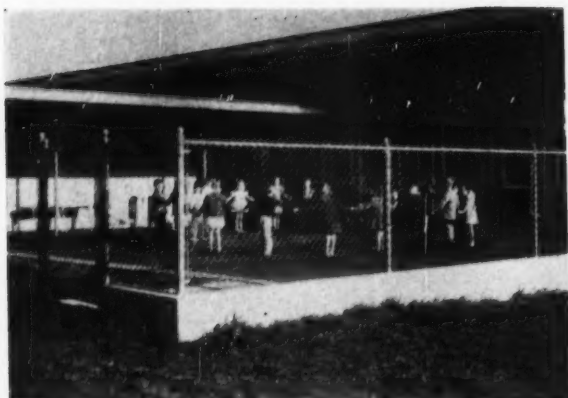
Volleyballs

Soccer-kickballs

Water Polo Balls

Tetherballs





CYCLONE... *the fence that "thinks"* *for children*

● Children at play just can't be expected to remember to stay in the school yard. They're bound to forget—to chase a rolling ball or follow an interesting dog. That's why more and more school boards are selecting Cyclone Fence to enclose play areas.

Cyclone Fence has many outstanding features which make it especially suitable for a school playground. Its sturdy chain link fabric, galvanized *after weaving* for maximum corrosion resistance, has no sharp, protruding points to cut children or tear their clothing. This fabric is stretched and attached to strong, concrete-set posts that are amply strong to withstand years of pushing by playful children. Every height and style of Cyclone Chain Link Fence can be equipped with easy-opening, non-sagging gates.

Before you make plans for your new school playground, why not get complete information on Cyclone Fence? Our experienced engineers, located in principal cities, will be happy to supply you with data, and advice on your particular school fencing job. And, in the meantime, write Cyclone Fence, Department S-24, Waukegan, Illinois, for free literature on Cyclone Fence and Gates.

**NO JOB IS TOO LARGE—
NO JOB IS TOO SMALL FOR CYCLONE***

Cyclone Fence
Dept. S-24
Waukegan, Ill.

Please send me without obligation, complete information on Cyclone Fence and Gates.

Name

Address

City State

*Cyclone is the trade-mark name of fence made only by Cyclone. Accept no substitute.

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UNITED STATES STEEL CORPORATION
WAUKEGAN, ILLINOIS • SALES OFFICES COAST TO COAST
UNITED STATES STEEL EXPORT COMPANY, NEW YORK**



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UNITED STATES STEEL

Snyder STEEL **GRANDSTANDS and BLEACHERS**



Snyder Steel Stands are designed, engineered and constructed to insure safe seating so, when planning any installation regardless of size, specify Snyder Steel Stands. Estimate or help in planning available to you at any time without obligation.

- portable
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- permanent
- indoor
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For further information write

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SCHOOL ADMINISTRATION NEWS

★ A new reporting system has been placed in operation in the Schools of Torrance County, N. Mex. The card was developed by a committee of teachers and grew out of their study and experience with children. It contains an explanation of the terms outstanding, satisfactory, and improvement and includes a progress report of growth and development. Space is allowed for the teacher's comments and the parent's signature.

★ Loudon, N. H. An innovation in school activities recently was a visit by the upper grade pupils and their teachers to a live beaver dam where they observed the beavers at work. Later the children wrote compositions telling about the things they had seen. The visit proved a practical lesson in natural history.

★ The town council of Oak Ridge, Tenn., has passed a resolution asking the end of segregation in the local schools. The resolution was adopted by a vote of 4 to 2.

★ In the Clymer, N. Y., schools a full-time nurse-teacher was employed this year who has taken on the duties of attendance officer. This nurse-teacher checks students who are absent because of illness and advises the parents.

The schools recently installed their own water system which provides a reserve system for the town.

★ The school board of Fargo, N. Dak., has re-established kindergarten classes after a period of twenty years. Instruction is being offered for home-bound children and for pupils who are physically handicapped.

During the past five years, the board has erected a junior high school at a cost of \$1,300,000, an addition to the junior high school at \$800,000, and another addition to an elementary school at \$200,000. A new elementary school is at present under construction, to cost \$286,000.

★ In Greenville, N. C., Supt. J. H. Rose reports a new program of special education conducted for children in grades three to eight. A specialist supervises the testing and teaching of reading and supervises the special teachers. In the special class a large garden, a general shop, a craft room, a science room, a library, and a home-economics room are being utilized with great success. The program has been in operation three years.

★ Cleveland, Ohio. The board of education, on December 1, 1953, dismissed a teacher, Edward Likover, who refused to answer questions before the Ohio Un-American Activities Commission. The board found him guilty of conduct unbecoming a teacher. Likover, who questioned the legality of the Commission, said he would not appeal the dismissal, but did not relinquish his right to appeal his dismissal to the courts.

★ In Waverly, N. Y., an area centralization study has been begun. The proposal includes 24 districts and a new school building project to cost a total of \$2,900,000.

An elementary Spanish course, offered in the fifth grade, is now in its third year of operation.

★ College and university enrollment in the United States has shown upturn for the second consecutive year, according to Dr. S. M. Brownell, U. S. Commissioner of Education, Department of

Health, Education, and Welfare. The figures released in December, 1953, show that 1871 institutions of higher education had a total enrollment of 2,250,701. This was an increase of 6.5 per cent over 1952-53. The enrollment of women rose 7.5 per cent; that of men, 3.3 per cent.

★ Worcester, Mass. The school board has passed a rule that no pupil may be released in the care of an adult without a careful check of the adult's identity. Telephone calls must be checked in two ways: on the pupil's card in the office, and in the telephone book.

★ Saginaw, Mich. The school board has reorganized its business procedures following a survey of the central office accounting system. A new master chart of accounts has been set up and a new general ledger has been placed in operation. The changes involve the purchase and use of business machines to expedite the accounting work.

★ Providence, R. I. The school board has completed a five-year study of the "dropout" problem in the high schools. The study revealed that while the holding power has declined, it has not declined as rapidly as in other parts of the country. At least 24 of the 27 recommended practices for cutting dropouts have been put into effect.

CREED FOR SCHOOL BOARD MEMBERS

The significant creed for school board members, published in the SCHOOL BOARD JOURNAL for July, 1953, was originally written by Dr. Cecil D. Hardesty, superintendent of schools for the County of San Diego, San Diego, Calif. The statement has been widely used and the original credit lost in the process of printing and reprinting.



Now, the "hands" have it better with **WYANDOTTE!**

Wyandotte has readied a new complete line of hand dishwashing products. The line meets every hand dishwashing need with the best performing, lowest "use-cost" products available!

Heading the list is "NEW" NEOSUDS*, a "superior" product that forms lavish suds . . . dissolves rapidly, rinses freely, has long solution life . . . makes glasses and dishes sparkling clear.

NEOSUDS is available in drums, as well as in handy new Dual-Pak cartons — three economical "control" packages per case. Dual-Pak insures **FACTORY-FRESH** products!

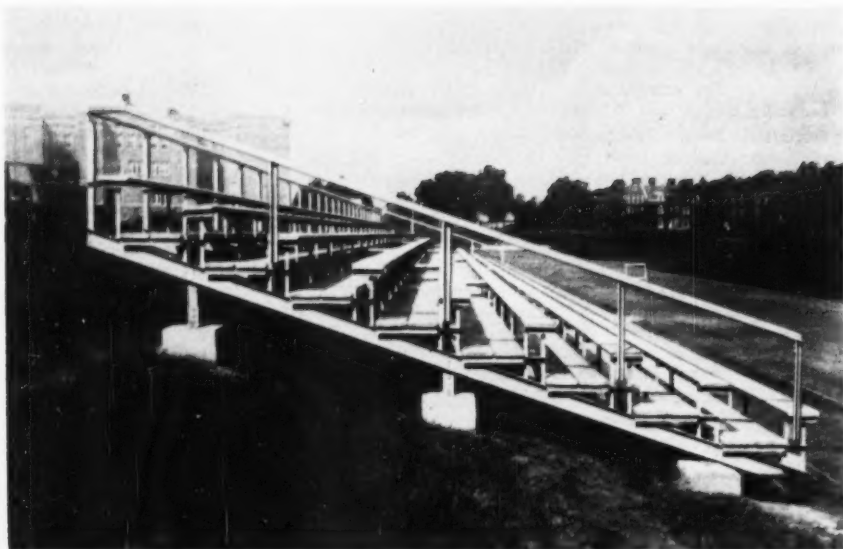
Other outstanding Wyandotte dishwashing products are "NEW," spray-dried FAME, a quality product; KALSO, a good suds-maker in soft to medium hard water, especially for aluminum utensils; H-D-C*, a soap product, for heavy duty washing of pots, pans, utensils.

Yes, the hands have it better with Wyandotte. Call in your Wyandotte jobber. He can recommend the right product to help you have better, lower "use-cost" results. *Wyandotte Chemicals Corp., Wyandotte, Mich. Also Los Angeles 12, Calif.*

*REG. U.S. PAT. OFF.

 **Wyandotte CHEMICALS**

Helpful service representatives in 138 cities in the U. S. and Canada
Largest manufacturer of specialized cleaning products for business and industry



Rise per row is determined by the terrain grade.

(Concluded from page 98)

can be readily and economically done. It is difficult and expensive to add to a concrete grandstand, especially to its height. What's more, the over-all cost of a steel grandstand ready for use is usually less than the over-all cost of a concrete grandstand of the same size.

Summing up, the purchaser of a steel grandstand knows almost certainly what he is getting and what it will cost him to maintain. The purchaser of a concrete grandstand does not know what he is getting and will not know for two or three years after he gets it. He can never know what it will cost to maintain until after he has paid for its maintenance. To confirm this statement, consider the grandstands used by strictly commercial concerns, such as major league baseball clubs and horse racing tracks. Practically all of them are steel structures. Their owners are in business to make money, and thus do not fail to use the best material for their purpose.

The Planning Stage

Probably the most important phase in buying permanent grandstand seating is the initial planning, because of its effect on the ultimate cost of this equipment, and the degree of service and satisfaction it will give. Such important initial planning factors include selecting the site, determining the length and number of rows, and debating whether or not to allow for future additions. In fact, in all preparatory details careful analysis should be made to determine the type of permanent grandstand best suited to particular needs and budget. Since the planning stage is vitally important to the success of a project, the assistance of a reputable manufacturer of this equipment should be enlisted.

Here are some suggestions which can be

used profitably when discussing a problem with a manufacturer of permanent grandstands:

Upon receipt of an inquiry, the local representative of the manufacturer will usually come directly to the inquirer for a discussion of that particular grandstand problem and an inspection of the proposed site. From analysis of this information, the manufacturer's engineers will prepare suggested layouts, specific recommendations, and quotations for approval.

However, it is important to select a manufacturer whose recommendations are unbiased. He should offer the type of construction best suited to individual needs and budget, rather than endeavor to "push" some particular type of permanent

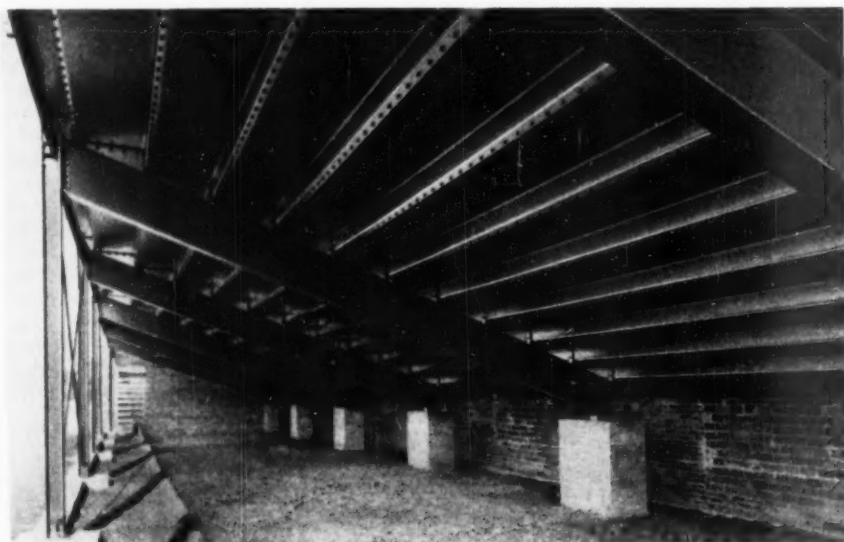
grandstand. It is well to determine whether the manufacturer is *organized* to render a strictly professional engineering service in this highly specialized field.

It is also wise to inquire if the manufacturer's service extends to the work of erection, or merely the supervision of erection. Find out if the manufacturer's representative makes routine calls to check the equipment, and if he makes any suggestions to assure long life for the grandstand. It is this complete type of service rendered by a reputable manufacturer which will assure a sound investment.

When you entrust the responsibility of building your grandstand or gymstand to a reputable manufacturer, you can be certain that the project will be carried through to completion with the utmost efficiency and with careful attention to every detail affecting ultimate safety, comfort, and appearance.

Through the employment of a well-known manufacturer, with well-trained construction men using the best materials and giving strict adherence to code requirements, you can be assured of a job which will measure up to the high standards established for good seating. With a reasonable amount of maintenance they will last as long as the school buildings themselves, proving a real credit to the school and its community.

... It is certainly cheaper in the long run for citizens to reach down into their pockets now to help prevent crime and save a youngster than it will be later to pay for apprehending a criminal. Definite good results to a community where youth-serving organizations have developed programs which provide social, ethical, and moral guidance for youngsters." — J. Edgar Hoover



Understructure of this typical steel deck permanent grandstand provides adequate storage space.



Union League Club
Chicago, Ill.

Superb!

Worthy of such accolade from the most exacting gourmet is this truly royal buffet. This type of service becomes more popular every year—a popularity truly merited. The unequalled variety of Sexton canned sea food has earned for it widespread acceptance as worthy of the finest service, of this or any other type. In Sexton's Indianapolis Kitchens, the Sexton Chef creates many dishes that, served warm, add much to buffet service. Ask your Sexton man about these.

JOHN SEXTON & CO., CHICAGO, 1954

NO WORRY FOR THE FUTURE WHEN YOU INSTALL SLATE BLACKBOARDS

You can depend on Slate in the face of the severest conditions,

BECAUSE,

this PERMANENT material with its superior writing surface, uniform throughout its entire thickness, as it is cut from the natural rock, will not warp, scale, discolor, is absolutely non-porous, easily cleaned, and provides the best contrast with chalk.

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Quarries and Mills

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Also Consider the
Advantages of Slate for:

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SHOWER COMPARTMENTS

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TOILET PARTITIONS

SCHOOL BOARD NEWS

ALTOONA SPENDS \$1 MILLION

Since July, 1946, the board of education of Altoona, Pa., has carried on a major school plant alteration and improvement program which has fully adjusted the high schools and elementary school buildings to a modern program of education. Educational planning has taken precedence in all the work, and safety, as well as the general utility of the school buildings, has been emphasized.

The entire series of jobs which cost approximately a million dollars, has included such expenditures as \$156,000 for new and renovated heating plants, \$43,450 for asphalt surfacing of playgrounds, \$55,000 for new roofs, \$140,000 for new lighting, wiring, and fixtures, \$21,400 for exterior painting, \$41,000 for new classroom furniture, \$89,200 for instructional equipment, \$190,000 for new athletic fields. Remodeling and enlargement of buildings for broader instructional services accounted for nearly \$230,000. A detailed report on the work done has been made public rebuttal of a criticism that too many of the Altoona buildings have been in service for a long period of years.

The board has pointed with pride to the fact that the million-dollar improvement program has been carried on by the use of revenues of the fiscal years in which several jobs were completed, without an increase in the school tax rate, or recourse to bond issues. In fact, the bonded indebtedness has been reduced to its lowest point in thirty years.

CONSOLIDATE DISTRICTS

Ten school districts in a suburban area west of Syracuse, in Camillus, N. Y., faced with the problem of expanding residential areas and subdivisions, have joined forces and formed a single consolidated district. Three of the ten old districts operated small high school departments, and it was deemed advisable to convert the present school buildings into K-6 units, and to construct a new junior-senior high school to take care of upper-grade pupils from the central school district area.

A 33½-acre site was purchased, a bond issue of \$3,032,000 was approved by the voters, and the construction of a junior high school with a capacity of 1200 students was begun. The building program has also included additions and alterations to present elementary buildings.

A feature is a new administrative area separate from the school building, but adjoining the bus garage. The office suite includes a board meeting room, a principal's office, and office space for the business manager and administrative assistant. The high school principal and vice-principal occupy offices in the junior-senior high school.

The new central district, located in the third supervisory district of Onondaga County, is under the direction of D. V. Sloan, superintendent of the district. Henry Crumb acts as vice-principal.

BUSINESSMEN GO TO SCHOOL

More than 340 businessmen gathered at the Wichita High School, in Wichita, Kans., recently to participate in a day-long program of school visitation. The back-to-school movement was the

result of the first education-business day held in Wichita. The visitors were met by teacher escorts who took them in groups of five to tour four designated schools.

Each guest was furnished with a folder of information about the schools. Portable classrooms were set up showing the latest innovations in schoolwork.

ADMINISTRATIVE TRAINING

An administrative orientation laboratory has been set up jointly by the Carlsbad and Hobbs, N. Mex., public schools, in co-operation with the New Mexico A. and M. College. The purpose of the program is the training of administrators. It is divided into three phases—internship, research, and subject matter courses. Thirty semester hours of credit must be earned, followed by an examination given by the college. The program, according to Dr. Claude C. Dove, professor of education and psychology at the New Mexico A. and M. College, will improve administrative practices in the schools and at the same time strengthen the college program.

ALTOONA BOARD COMMENDED

The school board of Altoona, Pa., has been commended by the Pennsylvania Economy League for its fine financial operations. The board has done a commendable job by operating in the black, meeting all bonds maturities as they became due, establishing a pay-as-you-go school construction policy, and building up a capital reserve fund to meet the cost of new and improved facilities.

The condition of the Altoona school district is considered unique. It is financially strong; it is operating on a debt-free status, and it is holding the line on taxation.

ENCOURAGE PERFECT ATTENDANCE

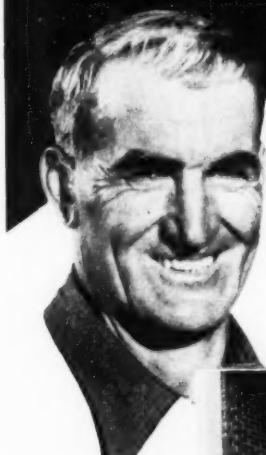
Pupils in the elementary schools of Utica, N. Y., who maintain perfect attendance during the first ten weeks of the school term have their names inscribed on a scroll which is posted in their school. School Supt. Rocco A. Lopardo recently presented the first of these scrolls at Mary and Bagg Schools, where 44 per cent of the pupils were neither absent nor tardy.

Mr. Lopardo said that in all, a total of 3,023 pupils—nearly one out of three—had perfect attendance for a ten-week period.

COMPLETE BUILDING PROGRAM

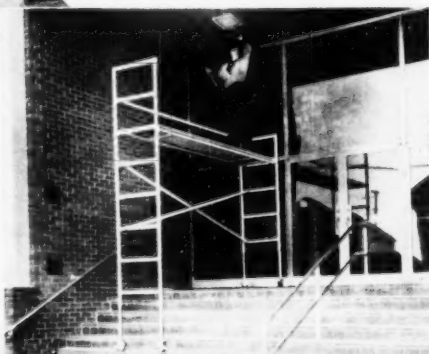
The Western Area Joint School District of Union County, Pa., has obtained new educational facilities this year with the completion and occupation of four modern school buildings replacing 24 old schools. These include three elementary schools and a joint junior-senior high school. The new buildings which greatly relieve crowded conditions in the consolidated grade schools, were completed at a total cost of \$1,500,000. The educational planning of the buildings was done under the direction of County Supt. Dr. Frank P. Boyer, Millinburg, and the construction planning was done by Edmund G. Good, Jr., of Harrisburg.

"We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

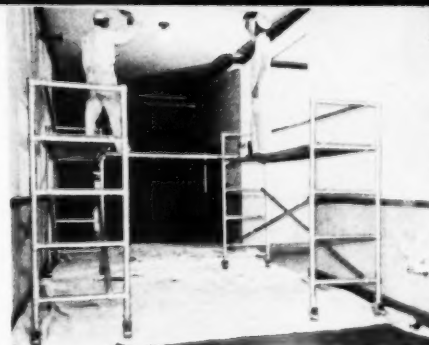


"Our summer program of overhead building and class-room maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform. ➡



UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



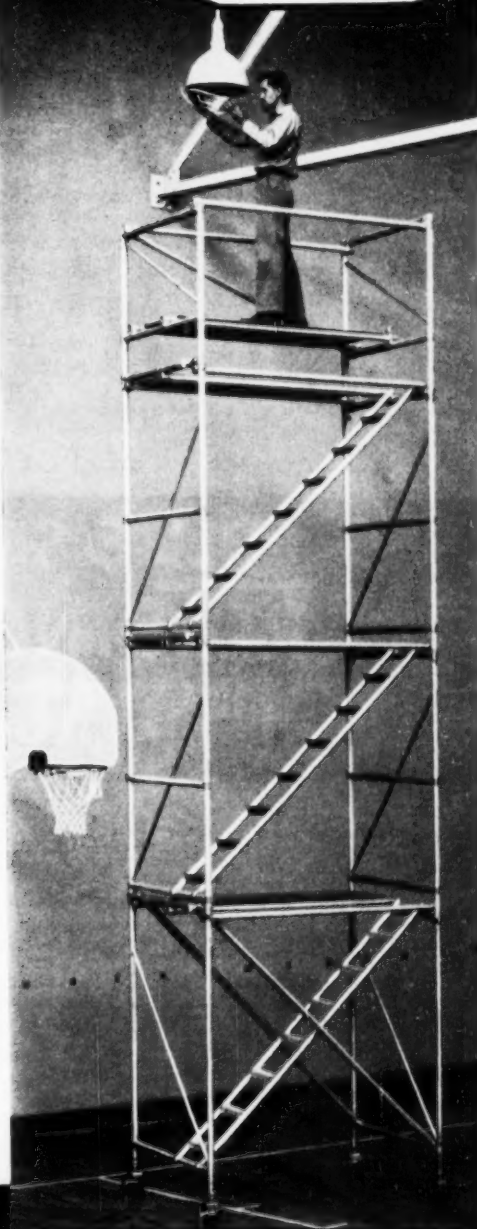
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

"UP-RIGHT" SCAFFOLDS

DEPT. 158 • 1013 PARDEE STREET • BERKELEY, CALIFORNIA
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**NEW, FASTER, SAFER WAY
TO GET UP IN THE AIR
AND ROLL WITH THE JOB.**

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



UP-RIGHT TOWER SCAFFOLD
 Aluminum Alloy

COMMUNITY POLICY CONTROL

(Continued from page 51)

such, calls for participation by the community as a whole in its formation and administration. School boards may elect to establish school policy with scant reference to the community but, in so doing, they will not kill off the interest of the community in the direction of their affairs. This interest may be expressed in opposition to board actions or a disorganized lack of co-operation with the board. Interest may also be expressed through means of the more articulate medium of citizens' advisory councils of one form or another. A better procedure is for the board to recognize the fact that the community does ultimately control public school policies and provide for two-way communication of facts and ideas between the board, the schools, and the community. Such a procedure would assure the orderly development of desirable policies in an atmosphere of mutual trust and a spirit of democratic co-operation.

SCHOOL BOARDS

★ The school board of Community Dist. No. 427, Sycamore, Ill., has taken steps to create a lay advisory committee to assist the board in its school problems.

★ New York, N. Y. The board of education has taken steps to absorb about 30,000 school

employees into the federal social security program. Social security benefits will be extended to such employees, including 16,000 regular and day-to-day substitute teachers, when they become eligible on January 1, 1954. School personnel affected must make application at their local field office of the Federal Social Security Agency for cards and numbers.

★ Peekskill, N. Y. The board of education has revised its policy relative to sales of candy, seeds, pictures, and magazines in the schools. The sale of candy, cake, carbonated beverages, etc., will not be allowed except (1) as part of the lunch program; (2) at a basketball or football game under the supervision of a school group or club; and (3) carbonated beverages will not be sold as part of the school lunch program.

Seeds, magazines, and pictures of students may be sold by the individual schools on a voluntary basis and with no pressure on the children to participate. Teachers and principals were warned to give instructions to pupils on methods of making sales and methods of explaining the reasons for the sales.

★ The school board of Dist. No. 1, of the towns of Oyster Bay and North Hempstead, N. Y., has adopted a new set of bylaws governing the administration of the schools.

★ Saginaw, Mich. The school board has given 584 teachers a \$200 salary increase in place of the \$200 bonus paid last year. The new salary range will be \$3,400 to \$5,400 for teachers with a bachelor's degree, and \$3,500 to \$5,625 for those with a master's degree.

★ Vernon, Conn., has raised the minimum salary of teachers to \$3,000 per year.

★ Iowa City, Iowa. The school board has

adopted a health program for school employees, involving physical examinations and chest X rays. All employees, teachers, custodians, and others, must undergo a physical examination at the time of their employment. Similar examinations will be conducted once every three years.

★ Worcester, Mass. The school board has adopted a new rule which gives long-term substitute teachers a chance at permanent tenure. The rule provides that any present or future substitute, who has served for three years and is engaged by the superintendent for a fourth year, shall be allowed to continue as a substitute for three additional years. After that period she will be eligible for appointment on a year-to-year basis.

★ Wichita, Kans. The school board has taken steps to prevent depredations and vandalism after athletic contests. The board encourages the administrative staff to use every possible means to build up attitudes of good sportmanship and fair play. Walkouts or demands for a holiday are to be severely dealt with.

★ Topeka, Kans. The board of education, which has agreed to end segregation in the schools, has voted to make the transition gradually and in an orderly manner on a school-by-school basis.

★ Ardsley, N. Y. In order to eliminate routine matters, the school board has adopted a schedule for its monthly educational meeting, at which time routine matters are dispensed with. Faculty members take part in the meeting and the general public is welcomed. Each year in September, the board holds an informal reception for school patrons and the public to discuss the payroll of the board.



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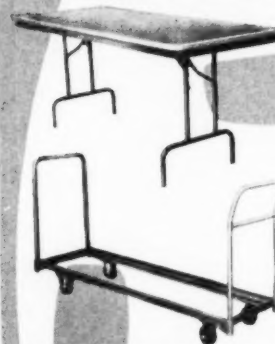
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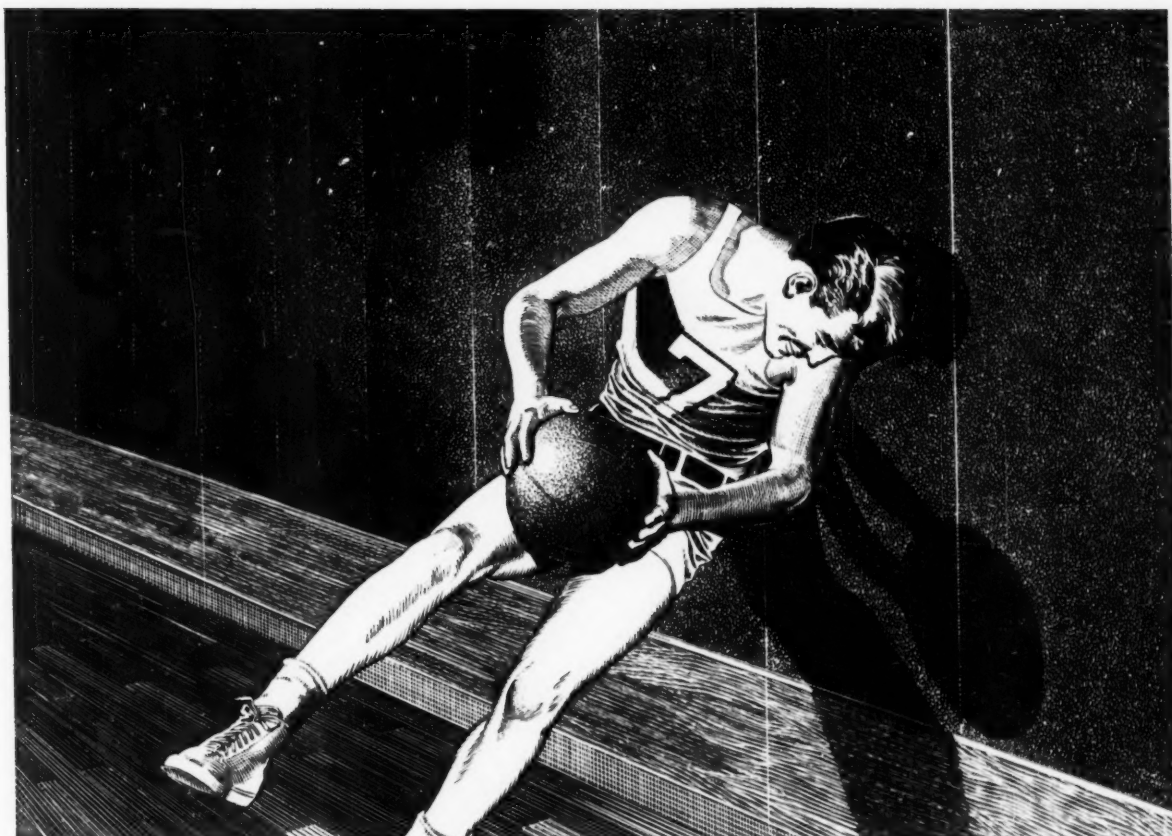


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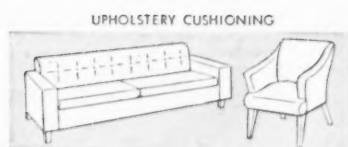
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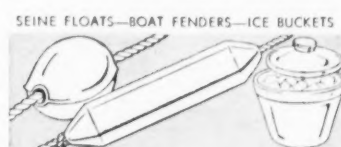
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NEW PUBLICATIONS for School-Business EXECUTIVES

Expenditures for Education at the Midcentury

By Clayton D. Hutchins and Albert R. Munse. Paper, 136 pp., 65 cents. U. S. Office of Education, Washington 25, D. C.

This project in educational expenditures was undertaken with the co-operation of the National Council of Chief State School Officers and presents a nationwide inventory of great potential value in developing state and national programs for the financing of the schools. The study took up (1) variations in expenditures, (2) expenditure per classroom unit, (3) financing state and national programs, (4) ability and effort to support education, and (5) district size as a factor in educational expenditures. The report contains five tabulations listing data by level of current expenditures per classroom unit, and five further tabulations listing data by size of administrative unit in average daily attendance. There is also a summary of statements, an index, and numerous tables and statistical data.

Personnel Policies, Allentown, Pa.

Compiled by John S. Cartwright. Paper, 45 pp. Board of Education, Allentown, Pa.

This revised edition of a previous handbook gives each employee a clearer understanding of those policies. It lists procedures in the selection and appointment of teachers; sets up the educational standards for professional employees; provides a basic teacher salary plan; and offers rules for absence of teachers and other employees, resignation, and retirement.

Private or Staff Architects?

A School Plant Study. BT, 1-9, American Institute of Architects, Washington, D. C.

This study summary argues that cities of 200,000 population and upward do, and should, use private

architects as against an architectural staff. It is held that staff architects should be used only for minor plans and specifications and for rehabilitation work.

Economies From A to Z in Planning and Building Schools

Compiled by Frank C. Moore and others. Paper, 52 pp. New York State Commission on School Buildings, Albany, N. Y.

This handbook helps school officials obtain true economy in planning and constructing school buildings. It describes economies to be made in (1) selecting and compensating architects; (2) selecting and preparing sites; (3) economies in educational and architectural planning; (4) construction details; (5) contracting for construction work; (6) heating, ventilation, plumbing, and equipment. The data are presented in the form of check lists which will enable a board to obtain maximum utility in minimum plans and true economy in construction and equipment.

The Temple University Survey of Federal Reorganization

Vols. I and II. Compiled by Robert L. Johnson. Published by Temple University, Philadelphia, Pa.

This report comprises 126 recommendations for improving the structure of the U. S. Government. The project which was researched by private citizens and financed by private enterprise, bridges the gap between the first and second Hoover Commissions.

Personnel Policies and Salary Schedules,

Compiled by the Board of Education. Paper, 31 pp. Published by the Board of Education at Canton, Ohio.

The booklet outlines the current salary schedule for certificated employees and lists the rules and regulations governing personnel.

Annual Financial Statistics of the Board of Education, Toronto, Canada

Compiled by C. H. R. Fuller. Paper, 50 pp. Published by the Board at Toronto, Canada.

The annual financial report for December 31, 1952, containing data on revenue and expenditure, capital outlay, unit cost, and general statistics.

Maintenance Considerations in School Building Design

A study by the American Architectural Foundation, BT, 1-8, American Institute of Architects, Washington, D. C.

An argument for studying each aspect of school building design and construction from the standpoint of ultimate permanence and economic maintenance costs.

Advance Estimates of School Enrollments, 1953-1954

Prepared in October, 1953, by the Research Division of the N.E.A., 1201 Sixteenth St., N.W., Washington 6, D. C.

Preliminary findings indicate an increase of 1,197,000 in enrollments of public elementary and secondary schools, and an increase of 38,000 in instructional staff. Current expenditures are expected to rise by \$500,000 for the year.

The Story of Approved Schools, Camden, N. J.

Compiled by the Board of Education. Paper, 47 pp. Published by the Board of Education at Camden, N. J.

This school report for 1953 emphasizes the official approvals for good work received by Camden schools.

Three Dimensional Teaching Aids for Trade and Industrial Education

Compiled by Robert P. Taylor. Paper, 91 pp., 45 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

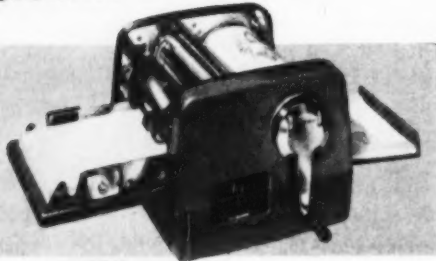
A booklet illustrating and describing models, mock-ups, and working parts of machines to be used as teaching aids for aircraft construction, auto mechanics, bricklaying, carpentry, electricity, machine shop, mechanical drawing, drafting, needle trades, plumbing, printing, photography, radio, sheet metal, and upholstery as well as various related subjects.

Community Partners

By Albert L. Ayars. Paper, 12 pp. Hill and Knowlton, Inc., Empire State Bldg., New York 1, N. Y.

Describes the community relations project set up by industry and the schools of Hamilton, Ohio.

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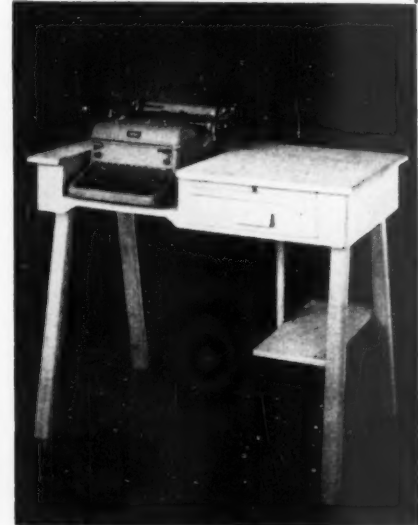
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"So does a stoker!" snapped Mrs. MacTavish.

"And oil is clean."

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cause they couldn't get oil?"

"Anything else, Mrs. MacT?"

"Indeed there is. I always save my big reason till the last. Coal's a sight cheaper."

"Oh now, Mrs. MacT., I don't think there is so much difference."

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ENROLLMENT FORECASTS

(Concluded from page 69)

considered. Home ownership is more generally associated with larger family units and more stable communities than are rental accommodations so that significant differences regarding residential mobility and the number of children may be involved. These hypotheses should, in every case, be examined empirically in the light of the available data.

Other Significant Factors

In the event a large-scale housing development is planned for a school area, it may be necessary to estimate its impact on enrollments separately from the needs of the rest of the community. Studies concerning the pressures generated by these developments indicate that "a housing project containing from 1500 to 3000 dwelling units would be large enough to support a complete school. A project of 3000 dwelling units could utilize two elementary schools of 20 rooms each, from grades kindergarten to sixth, and a combined junior-senior high school of 32 classrooms. . . .¹²

5. The growth of the nonpublic school system has been quite rapid in many communities throughout the nation. Parochial and private institutions constitute an important segment of the educational plant of these areas, and significant changes in their seating space will have a direct effect on enrollments in the public schools. Consequently, school planners should anticipate the parochial school building program in their localities and (if such an expansion is imminent) estimate to what extent this will decrease public school enrollments in the future.

A number of other factors are sometimes important in determining enrollment trends. Beyond the elementary grades, a variety of influences, in addition to the ones mentioned above, may assume major significance. For example, during periods of full employment and rising pay scales, vocational and high school students are drawn into the labor market at a much faster rate than at other times. Conversely, depressed economic conditions tend to encourage school attendance because of limited opportunities in commercial and industrial employment. Perhaps to a lesser extent, our national defense requirements, with the recruitment emphasis and draft provisions, exercise an influence on high school "drop-outs" particularly in the senior year. Finally, administrative practices relating to earlier admission into school and increased years of attendance are bound to affect the volume of registration. The impact of these changes on elementary and high school enrollments should be determined and, whenever possible, contemplated shifts in the school entrance age and in the age limits on attendance ought to be evaluated as a factor in future enrollments.

It is certain that much more than a mathematical extension of past trends is necessary for valid school enrollment projections. In this respect, formulas cannot replace the use

¹² "Planning for School Capacities and Locations" Planning Advisory Service Bulletin No. 36. American Society of Planning Officials.

of judgment and a sense of proportion regarding the significant elements that shape the community's growth and change pattern. These substantive considerations are, indeed, basic for a meaningful analysis of enrollment forecasting.



PERSONAL NEWS

DR. ALMACK PASSES

Dr. John C. Almack, widely known authority on school administration and since 1921 professor of education at Stanford University, died October 5, at his home in Stanford, Calif.

Dr. Almack was born on a farm near Houston, Mo., and received his bachelor and master degrees at the University of Oregon. His doctor's degree was earned at Stanford. After teaching several years in Oregon schools, he became professor of education at Stanford and remained there during the rest of his active professional life.

He wrote widely on problems in school administration and was the author of a book on School Board Service. He was for more than ten years a member of the board of education at Palo Alto. His textbooks on penmanship and health were widely used. As a hobby, he wrote adventure stories for boys.

PERSONAL NEWS OF SUPERINTENDENTS

★ Supt. THOMAS B. FORTWOOD, of San Antonio, Tex., began a new five-year contract on September 1, 1953. He has held the superintendency since 1946.

★ NORMAN KUKUK has been elected superintendent of schools at Quincy, Mich., to succeed James T. Watts.

★ OTTO OAKES, superintendent of schools in North Platte, Neb., has been elected president of the Nebraska Education Association.

★ RAY V. HENRY has been elected superintendent of schools at McKeesport, Pa., to succeed F. C. Gillespie.

★ Supt. LYNN H. CRAWFORD, of Santa Ana, Calif., has been re-elected for a third four-year term.

★ DUREWARD McVEY has been elected superintendent of schools at Lake Mills, Wis.

★ DR. ROBERT A. MILLIKAN, Nobel prize winner and physicist, died December 19, at Pasadena, Calif., at the age of 85. He was for many years head of the California Institute of Technology.

★ WALTER H. KETZ, of Philadelphia, Pa., has been elected superintendent of the Moose Child City, Mooseheart, Ill., to succeed R. H. Brandon.

★ DR. RALPH C. DAILLARD has been elected superintendent of schools at San Diego, Calif., to succeed Dr. Will Crawford, who retired February 1, after nearly twenty years' service, and has accepted a position with the UCLA school administration training program. Dr. Dailard who entered the school service in 1939, has served as administrator assistant and business manager in 1939-41; as assistant superintendent and business manager, 1941-47; as deputy superintendent, 1947-49; and associate superintendent since 1949.

★ Supt. ORRIN D. WARDLE, of Moreland, Idaho, has been re-elected for a sixth term on a two-year contract.

★ The Delaware Association of School Administrators is supporting DR. WARD I. MILLER, of Wilmington, for the vice-presidency of the American Association of School Administrators.

★ W. J. GOREHAM is superintendent of the Fairmount-Indianola-Sidell high school district at Sidell, Ill. He was formerly principal of the high school.

★ J. E. ANDERSON, a former superintendent at Mankato, Minn., died in a Mankato hospital December 2, after a brief illness. He was head of the Mankato schools for 22 years.

★ JOHN A. RAUCH has been elected superintendent of schools at Milan, Mo., to succeed Pete Nicoletti.

★ LEWIS MENZEL has accepted the superintendency at Parker, S. Dak.

★ F. J. GOTTFRIED is the new superintendent of schools at Elyria, Ohio, where he succeeds L. N. Nicholas. Dr. Gottfried is a former research associate in the survey division of the Ohio State Bureau of Research.

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JOURNALISM

(Concluded from page 40)

the English classes; (b) are troublemakers in another class; and (c) are athletic stars and need the credit.

7. Sponsors of school publications should receive additional financial remuneration or class-time compensation just as do band and orchestra directors and athletic coaches in some schools.

8. School administrators should hire highly qualified teachers of journalism and give the teachers responsibility to put out topflight publications that provide the students with good learning experiences.

9. School administrators should not insist that the school publications compete in national contests. Frequently these ratings force the teacher to do much writing and editing so the "Podunk Powder Pouch" will achieve AAA rating in a very synthetic competition.

10. Administrators should take a course or courses in journalism and school publications so they can get an idea of the trials and tribulations experienced by the teacher.

Some of these suggestions made by the class members obviously were a means of releasing pent-up steam. But perhaps behind the sarcasm many of the comments may have merit.

TEACHER SHORTAGE IMPENDS

(Concluded from page 38)

department headships, and personnel positions pay 2, 2½, and 3 times as much as a starting salary of some \$3,000-\$3,500 in teaching?

It should be noted that we are not discussing a single job, like the presidency of General Motors. There are literally thousands

of positions in the educational world that are attractive financially, even if we disregard the many other desirable features. And the most overlooked point of all is that the most natural, the most logical avenue of progress to these most coveted posts is *through the classroom!* Tomorrow, more than ever, the leader in education must have a background of experience in the central activity—teaching in the classroom itself. No other qualification can compensate for lack of this one.

For many years the teaching profession has stood on an even keel. Now the scene changes; vast numbers must be added. We, the teachers on the job at every level, are in a strategic position—we can interpret the satisfactions, the rewards, and the opportunities that lie ahead.

TRICO HIGH SCHOOL

(Concluded from page 59)

able from the regular building fund. The general contract amounted to \$300,367. The cost of plumbing and heating was \$84,758. The electric wiring cost \$15,465, and the lighting, \$9,050. The total cost was \$446,881. This figure does not include a deep well, a sewage disposal system, nor the site development, but it does include the attorney's and architect's fees. All furniture and equipment within the building is new.

The building has a total 56,200 square feet and 1,000,000 cubic feet and was constructed at a cost of \$7.95 per square foot, or 44.6 cents per cubic foot.

PERSONAL NEWS OF SCHOOL BOARDS

★ FRANK POTTER has been elected president of the school board at Ellwood City, Pa. RAYMOND B. JOHNSTON has been named vice-president.

★ COLEMAN P. MORGAN is the new president of the board at Morrisville, Pa.

★ SAMUEL G. RUMMEL has been named president of the board at Latrobe, Pa.

★ WILLIAM S. LLOYD has been elected president of the board at Uniontown, Pa.

★ The new president of the board at Monongahela, Pa., is CARL J. YOHE. DR. MICHAEL PLESHER was named vice-president.

★ RAYMOND GUYDISH has been elected president of the board at West Hazleton, Pa.

★ E. E. BELLEN is the new president of the board at Oil City, Pa.

★ ANDREW NOVAK is the new president of the board at Erie, Pa.

★ JOHN P. ATTIG has been elected president of the board at East McKeesport, Pa.

★ WILLIAM J. COX heads the board at McKeesport, Pa.

★ HARRY R. GILLMAN is the new president of the board at Wilkes-Barre, Pa.

★ ROBERT K. FEES has been elected president of the board at Kane, Pa.

★ The board of education of San Antonio, Tex., has reorganized with E. W. ROBINSON as president; JAMES G. KIZER as vice-president; and RALPH CARDENAS as secretary.

★ DR. R. A. PECHAM has been elected president of the board at Ford City, Pa.

★ DR. STANLEY M. MOYER is the new president of the board at Quakertown, Pa. DR. GEORGE SHELLEY was named vice-president.

★ JAMES FAMMARTINO has been elected secretary of the board at Farrell, Pa.

★ The Snake River school board, Moreland, Idaho, has reorganized with OWEN TAYLOR as president, E. E. BINGHAM as clerk, and MORGAN VAN ORDEN as treasurer. New members of the board are GAYLE WILLIAMS and NORMAN HAMMOND.

★ GEORGE N. ALBON, JR., has been elected treasurer of the grade school board at Carbondale, Ill.

★ OTTO WIEDERSBERG has been elected assistant business manager of the school board at Cedar Rapids, Iowa.

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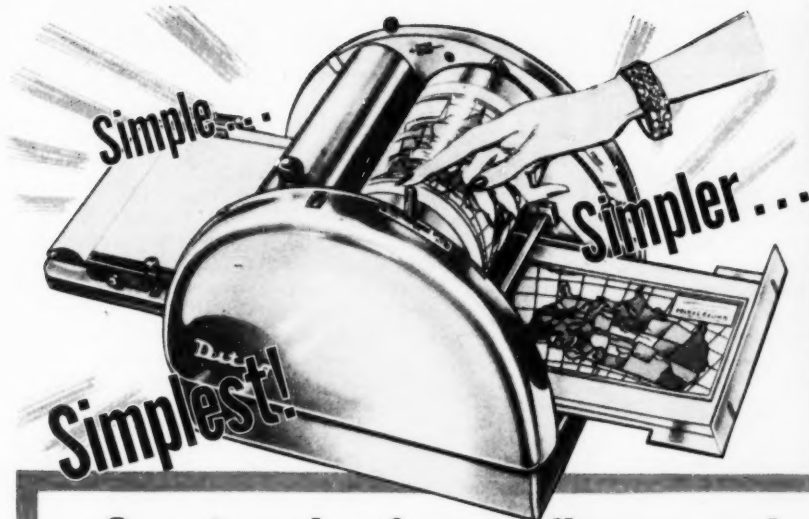
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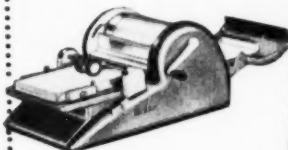
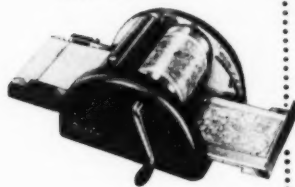
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News of Products for the Schools

Central Sound System Has Dual Control

The new Model S214 all-facility console recently announced by Rauland-Borg Corporation, Chicago, is designed to serve up to a total of 40 rooms in schools or institutions. The system feeds microphone, radio and phono programs to any or all rooms and provides 2-way intercommunication between any room and the central control console.



MODEL S214

All facilities are attractively housed in the studio-type all-steel console. These include: Program Panel, which selects and distributes any of 2 microphones (one at console and one remote), radio, or phonograph; FM-AM Radio, which selects any radio program for distribution to any or all rooms; Switch Panel, which selects any or all rooms (up to 40 room capacity), distributes any 2 programs, selects communication and room-return; Intercom Panel, which serves as second program channel and as a 2-way intercom facility; All-Call Switch, an emergency and all-call feature which instantly connects all rooms to receive programs or instructions; Automatic Changer, which plays records of all sizes and speeds.

The system is also available in S214 console model, less desk.

For further information write: *Rauland-Borg Corporation, Section S.B.J., 3515 W. Addison St., Chicago 18, Ill.*

(For Convenience Circle Index Code 016)

New "Plan-A-Lab" Folder Valuable Planning Aid

A new planning kit which assists chemical laboratories, school research departments, architects, and engineers in planning their modular layout is now available from the Metalab Equipment Co., Hicksville, N. Y.

Illustrated on page 2 is a compactly designed floor showing all types of bases that would layout properly. An explanatory chart is shown on page 3, which states the types of units that are above and below the table tops.

The back page lists and illustrates service

symbols and letters. In addition, Metalab's recommendations of color schemes, floor coverings, and illumination are described. Specially designed graph paper is inserted, scaled $\frac{1}{4}$ inch to 1 foot. A transparent plastic guide rule and template corresponding to the $\frac{1}{4}$ inch to 1 foot-scale, with rectangular cutouts representing various base units is also included.

Research directors, chemists, and school department heads can obtain this Planning Guide by writing on their letterhead to: *Metalab Equipment Corp., Section S.B.J., 224 Duffy Ave., Hicksville, L. I., N. Y.*

(For Convenience Circle Index Code 017)

New Lupton Brand Aluminum Window

A new Lupton aluminum awning window has been announced by Michael Flynn Manufacturing Co., Philadelphia. Designed especially for construction where horizontal lines are emphasized, the new window permits greater control of ventilation through open-out, awning-type sash. Weather protection is assured even when it's raining.

The Lupton design features a centrally operated control bar that delivers equal power to both jambs for easy opening and closing, and tight seal around each sash. There is complete vinyl plastic weather stripping on



LUPTON AWNING WINDOW

the inside contact of the frame where it is protected from freezing or weather damage. The friction-free operating mechanism gives finger-tip control and is completely concealed in window frame so as not to interfere with venetian blinds.

The Lupton aluminum awning window is made in modular and residence sizes for school and business buildings as well as resi-

(Continued on page 115)

News of Products . . .

(Continued from page 114)

dences. The new window can be cleaned from the inside. Screens or storm sash fit on inside.

For further information write: *Michael Flynn Mfg. Co., Section S.B.J., 700 E. Godfrey Ave., Philadelphia 24, Pa.*

(For Convenience Circle Index Code 018)

Descriptive Material

★ A new processing technique that results in a more efficient, "stabilized" phosphor in the Sylvania fluorescent lamp is described in their booklet FL-507. This new development by Sylvania engineers is described as enabling the coating on the inside of a Sylvania fluorescent lamp to maintain a higher degree of brightness for a longer period of time. For a copy of this booklet write: *Sylvania Electric Products, Inc., Section S.B.J., 60 Boston St., Salem, Mass.*

(For Convenience Circle Index Code 019)

★ Classroom heating conditions that cause pupil discomfort are described, and corrections are suggested, in a new handbook for school maintenance personnel published recently by the Minneapolis-Honeywell Regulator Co., Minneapolis. The booklet, "General Maintenance of Pneumatic Control Systems," is designed to provide a quick source of reference material when trouble develops; it covers the servicing of all types of Honeywell school heating controls and unit ventilating systems, and has a special "trouble shooting guide" for individual classroom complaints, the possible causes and corrective steps. For a copy write: *Minneapolis-Honeywell Regulator Co., Section S.B.J., Minneapolis 8, Minn.*

(For Convenience Circle Index Code 020)

★ Mississippi Glass Company, St. Louis, has released a new booklet, "Better Daylighting for Schools," containing actual photographs of outstanding installations of translucent, light diffusing glass in modern school buildings. It details the characteristics of various Mississippi Glass patterns particularly suited for installation in vertical sidewall sash in south, east, and west exposures and in skylights and clerestories. For a free copy write: *Mississippi Glass Company, Section S.B.J., 88 Angelica St., St. Louis 7, Mo.*

(For Convenience Circle Index Code 021)

Manufacturers' News

The *Michael Flynn, Philadelphia plant*, new in 1949, has recently been enlarged for awning window production. The company's own extrusion plant produces the aluminum extrusions used in the window. Increased facilities for finishing, including a new type baking oven and conveyor system were added during the expansion program.

Johnson Service Company, Milwaukee, manufacturers of automatic temperature control systems, has announced the opening of four new branch offices at Champaign, Ill.; Lubbock, Tex.; and Miami, and Pensacola, Fla. The company now has a total of 80 direct branch offices which sell, plan, install, and service their automatic temperature and air conditioning control systems.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the information card in requesting information from a number of advertisers.

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AMERICAN SCHOOL BOARD JOURNAL

P. O. Box No. 2068

MILWAUKEE 1, WISCONSIN

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

February, 1954

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NEWS OF PRODUCTS FOR THE SCHOOLS

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Name Please Print
Title School
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The OFFICE VALET and Checker RACKS



An Answer to Every Wraps Problem

Welded steel Valet Racks keep wraps dry, aired and "in press" — end unsanitary locker room conditions... save floor space — fit in anywhere... standard in all strictly modern offices, factories, hotels, clubs, schools, churches, institutions or wherever there is a wraps problem.



Also fireproof, vermin proof and sanitary Wall Racks for closets and cloakrooms

Write for Catalog No. F.L. 206

VOGEL-PETERSON CO.
1121 West 27th St. • Chicago 9, Ill.

Ready February 15 THE 1954 SHOP ANNUAL of INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

The authoritative source of information and guidance in organizing, planning, and equipping school shops.

The SHOP ANNUAL NUMBER summarizes the periodic progress in the field of industrial arts and vocational education, emphasizes the new developments ahead, presents through actual shop layouts and equipment lists, the best methods of accomplishment in the school shop field. SINGLE COPIES, SHOP ANNUAL NUMBER, \$1.00 YEARLY SUBSCRIPTION INCLUDING SHOP ANNUAL NUMBER, \$3.00

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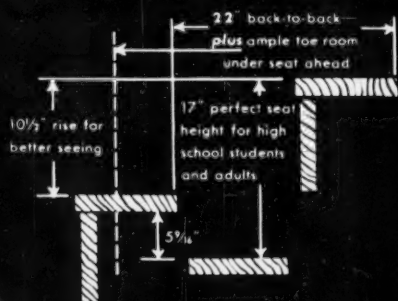
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Encircle the key number of the advertisement in which you are interested.

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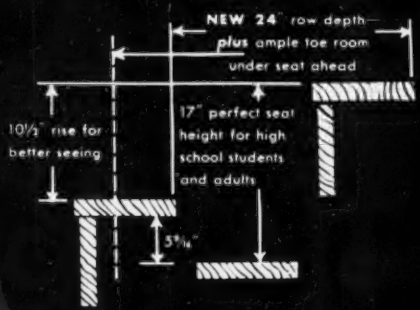
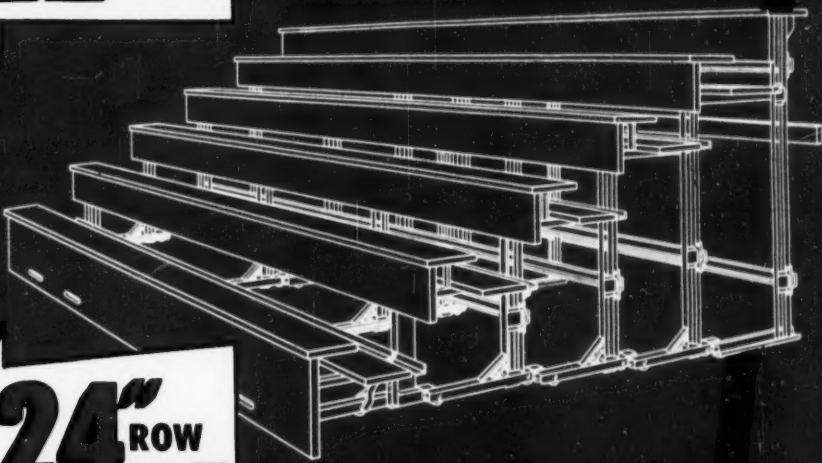
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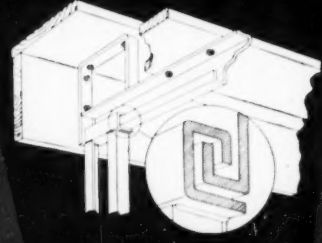
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For Greatest Seating Comfort

MEDART

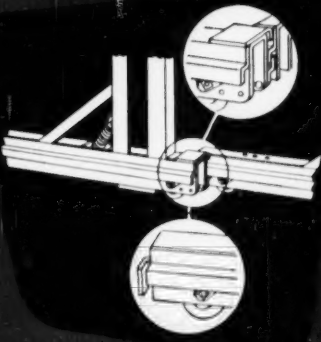
New Design!

TELESCOPIC GYM SEATS



"Floating Motion"

Interlocking members and multiple supports make opening and closing easier—assure true alignment and prevent binding.



"Dual Align"

cushioned roller housings are keyed together and interlocked for straight-line trackage.

Complete re-design provides these additional improvements:

- Weight reduction up to 70 pounds per row
- Self-supporting steel understructure made stronger than ever
- Controlled distribution of weight

**ASK For The
Whole Story!**



FRED MEDART PRODUCTS, INC. • 3578 DE KALB ST. • ST. LOUIS 18, MO.

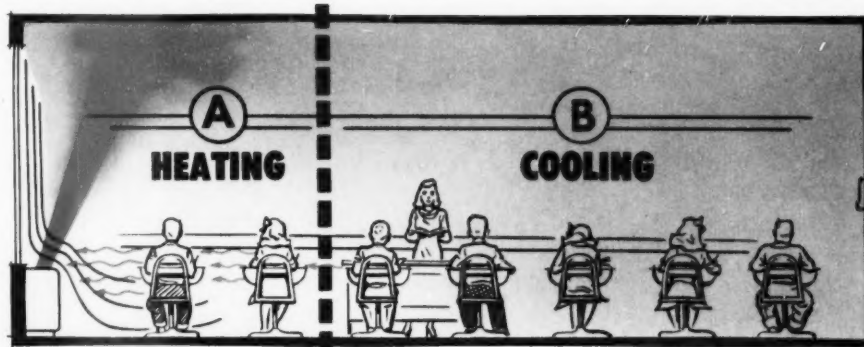


Classroom Thermal Comfort Is TWO Problems

In fully occupied classrooms a common requirement of the unit ventilator is for air cooler than the desired room temperature, to prevent the discomforts of overheating.

At the very same time, in frigid weather, large window areas may be like a wall of ice, robbing radiant heat from pupils' bodies and creating cold window downdrafts.

The unit ventilator alone cannot simultaneously provide cool air for ventilation and heated air for cold surface protection. The two needs require separate treatment.

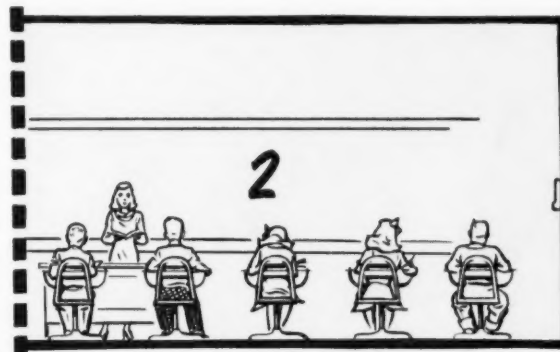


On cold days large windows demand heat long after the classroom requires cooling.



Wind-o-line solves problem A

NESBITT
solves
BOTH
problems
separately

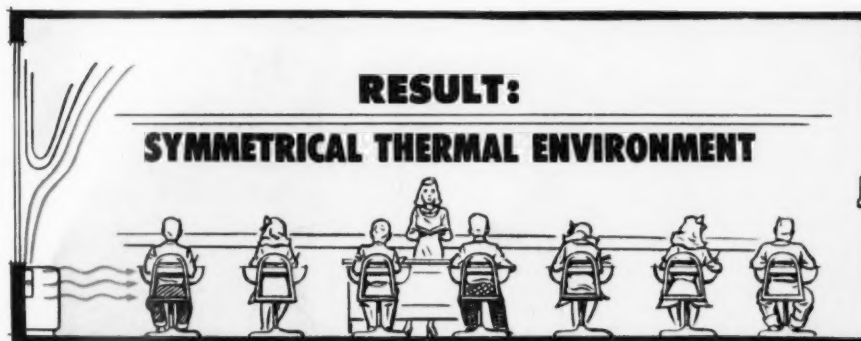


—and the Syncretizer more readily solves problem B.

Wind-o-line convector-radiation all along the exposed wall or windows provides heat as long as required for cold surface protection.

Now the Syncretizer ventilating unit can function with a lower room thermostat setting, adding or removing heat as needed to maintain balanced thermal comfort—ideal work conditions for all pupils—at the lowest operating cost.

MADE AND SOLD BY JOHN J. NESBITT, INC.
PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORP.



NESBITT SYNCRETIZER with WIND-O-LINE RADIATION

